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ABSTRACT

This curriculum guide for an employment preparation course for adults who speak English as a second language consists of 10 units on information and general living skills related to employment. The guide is split evenly between basic information needed to obtain a job and information needed once a job is obtained. A unit may consist of one or four sections. Each section is comprised of these basic components: a goal, objectives, and a list of activities for teachers and students. Worksheets provide information and material needed for the student to complete the activities. A total of 93 worksheets are included. The 10 units cover these topics: exploring personal and occupational interests, developing work vocabulary; job search (want ads, telephone book, job postings, leads), necessary documentation and information (personal and work information, references, resumes and documents such as a Social Security card); job applications (how to complete); employment letters; transportation (traveling by bus, car, taxi, plane, etc.); the interview; on the job (unions, time and pay--understanding pay checks and stubs, W-4 forms, time sheets and clocks, insurance benefits, job success--getting along with co-workers, how to lose a job, quitting, and safety awareness); and banks and credit (coins, savings accounts, checking accounts, how to use credit). (YLB)

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WORLD OF WORK:

JOB CLUB FOR E.S.L.

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DEDICATION:

This curriculum is dedicated to persons who struggle to conquer new systems seeking to overcome obstacles with courage and fortitude.

WORLD OF WORK: JOB CLUB FOR E.S.L.

EMPLOYMENT PREPARATION COURSE

I. EXPLORING PERSONAL AND OCCUPATIONAL INTERESTS

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I. EXPLORING OCCUPATIONAL AND PERSONAL INTERESTS

Goal: To expand students' knowledge of their own skills and of available jobs.

Objectives:
1) Student will identify 5 personal interests.
2) Student will relate interests to saleable skills.
3) Student will research 3 jobs.

Activities:

1. Discuss the fact that all people have skills which can be used in various jobs. The first part of the unit is designed to identify those skills. Do worksheet #1. Encourage students to think of all their experiences, not just work-related ones.

2. Do Worksheet #2. This is a difficult task for many. Yet it is extremely rewarding for those who take the time to complete it. Ask students to define, in detail, what each accomplishment entailed. Encourage students to think of what skills were used in accomplishing each task. Point out that these are saleable skills in the work world.

3. Using Worksheet #2 as a basis, complete Worksheets #3. The list is far from complete, so have students include additional items.

4. Discuss how students can relate their skills to jobs. Have students complete Worksheets #4 and #5.

5. All of the jobs of the world can be broken down into three categories. They must deal with INFORMATION (numbers, words, ideas and other kinds of information); with THINGS (tools, machines, nature, etc.); or with PEOPLE. Have students list possible jobs under each category. Use Worksheets #6 and #7 as sources of ideas. Note that some jobs involve combinations of the three major categories.

6. Assign three jobs for students to research.

Sources from which to gather information about jobs.

A. Printed materials:

U.S. Department of Labor
Bureau of Labor Statistics
Occupational Outlook Service, GAO Building
Washington, DC 20212

Numerous pamphlets available free or at a small cost:

"Guide to Federal Career Literature"
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 10402
Stock Number 0060-00791

Catalogues are available from:

Careers, Inc.
P.O. Box 135
Largo, FL 33540

Chronicle Guidance Publications, Inc.
McRavia, NY 13118

Science Research Associates, Inc.
259 Erie Street
Chicago, IL 60611

Send for catalog or price lists.

B. People

Interviewing people is an even better way to gather information about jobs. You can always take someone with you who is more at ease with people to help you. Interview a person who works at the job or was related to the field.

If you don't know anyone who works at a job you are interested in, contact someone in the community, such as the librarian, head of the local chamber of commerce, career counselor at a local college, city editor of the local newspaper.

Remember, never take just the word of one person. Always ask more than one person.

Information which you wish to find may include: What kinds of jobs are there? Which will interest me? What is attractive and unattractive about this job? What kinds of skills are required? What kind of training will I need? How do people get hired? What

are the rewards? What is the pay? Must a person have a license or a certificate? Ask each student to research three different jobs. Have students reports their research to the class.

WORKSHEET #1

Identifying What You Enjoy Doing

Write down some of the most satisfying things you have done in your life. These can be activities at home, at jobs, hobbies, or whatever comes to mind. Write down everything you have done about which you feel proud.

Example: I am taking this class.

WORKSHEET #2

A. Look at Worksheet #1. For each activity you listed, tell or write the steps you followed to do the activity.

Example: I am taking this class.

1. I talked with a friend who gave me the telephone number of the school.
2. I telephoned and found out the times.
3. I was afraid, but I enrolled in the class.
4. I am coming every week.

B. Discuss/Talk about "skills." Skills are abilities that help you learn and grow.

Teacher note: For above activities, point out skills in each step, i.e. #1,2: gather and analyze information, #3 decision-making and facing and overcoming fears, #4 time management and responsibility. WORKSHEET #3 Place a check next to the line which describes your skills. Use your worksheets to help you. Add other skills, if applicable.

List of Skills

----- Assembling or constructing

----- Building

----- Operating tools

----- Operating machinery

----- Working with your hands

----- Working on an assembly line

----- Repairing

----- Being outdoors

----- Counting

----- Taking inventory

----- Keeping records

----- Managing money

----- Developing a budget

----- Reading

----- Writing

----- Speaking (on telephone)

----- Speaking (in front of groups)

----- Teaching

----- Analyzing information

WORKSHEET #4

Some jobs require special skills. Discuss the following items:

1. Name some jobs that require good eyesight.

2. Name some jobs that require reading and writing skills.

3. Name some jobs that require math skills.

4. Name some important written information necessary on the job (hint: paychecks, safety words, etc.).

----- Selling

----- Gathering information

----- Organizing information

----- Testing

----- Problem-solving

----- Helping

----- Listening

----- Developing rapport with people

----- Understanding

----- Offering support to someone with problems

----- Motivating

----- Counseling

----- Composing music

----- Playing an instrument

----- Making things (art)

----- Inventing, creating

----- Designing

----- Developing

----- Leading others

----- Making decisions

----- Taking risks

----- Following through on plans

----- Others

WORKSHEET #5

Identifying jobs

1. What jobs would a person who likes office work look for?

2. What jobs can a personal look for who likes the outdoors and likes to use his/her muscles?

3. What kinds of jobs can someone interested in mechanics look for?

4. Where can people who like to work with people find jobs?

5. What kind of a job would you like?

6. Does that job take special training?

7. How much money does a person who works in the field of your job interest make?

8. Are there any real job possibilities in the job you chose?

WORKSHEET #6

How many of these occupations can you find in the puzzle?

Actor
Baker
Builder
Computer (Operator)
Dentist
Doctor
Ecologist
Factory Worker
Fireman
Judge
Laborer
Musician
Neurologist
Nurse
Painter
Printer
Repairman
Stewardess
Teacher
Typist
Worker
Zookeeper

D A R R E K A B E M O H N K E
E C O L O G I S T P A C U T E
N E P S R T U N M A T B R C P
T R R N E U R O L O G I S T E
I W I J K G H L A B O R E R L
S O N R R E P A I R M A N A C
T R T Z O O N B U I L D E R O
E K E G W B U A I R J D C T M
W E R S Y J U D G E D U S Y P
A R L O R E C L S R I E D P U
R E K R O W A C T O R S N I T
D P A C T Y R E T N I A P S E
E N A I C I S U M U S C P T R
S H O N A M T E A C H E R E T
S I M M F S Z O O K E E P E R

WORKSHEET #7

Can you find these various occupations from the list on the left in the group of letters on the right?

Accountant
Blue Collar Worker
Cook
Doctor
Engineers
Farmer
Historian
Illustrator
Keypunch (Operator)
Lawyer
Mechanic
Nurse
Operator
Policeman
Quarterback
Receptionist
Reporter
Secretary
Technician
Umpire
Vet
Writer
Zoologist

W T S F A R M E R E C O O K V
R S B Q U A R T E R B A C K C
I I L L U S T R A T O R W O N
T L U M P I R E R O T C O D I
E A E A B J E N G I N E E R S
R W C C I J O U R N A L I S T
K Y O D A R E P O R T E R M O
E E L O A F H O P E R A T O R
Y R L E E G S T S E N V L C I
P J A T E C H N I C I A N H A
U N R O Y W A L G O G R S A N
N O W R Q A C C O U N T A N T
C T O R E C E P T I O N I S T
I D R G Z O O L O G I S T C I
E F K H Y V E T E R C E S C H
I J E R K Q P O L I C E M A N
N U R S E C R E T A R Y L O P

II. DEVELOPING WORK VOCABULARY

Goal: To recognize 57 work-related words.

Objectives: Students will spell, define and use, in context, the listed words.

Activities:

1. Worksheet #8 lists each word in this unit. These words were taken from a large sample of applications. Discuss the necessity of knowing these words.

2. Each group of 10 words are addressed by four worksheets. Worksheet A asks the student to list the words alphabetically.

3. Next, define each word. Worksheet B can be used as reinforcement.

4. Do Worksheet C. This helps the student to spell and understand the word in conversational context.

5. Worksheet D is optional.

6. After completing each section, do Worksheet #15. It is a work vocabulary quiz.

WORKSHEET #8

Vocabulary from applications.

1. hobby
2. surname
3. address
4. favorite
5. belong
6. praise
7. activities
8. goal
9. recommendation
10. experience
11. interview
12. shift
13. resume
14. hire
15. raise
16. reason
17. supervisor
18. mention
19. former
20. limitations
21. performance
22. appropriate
23. status
24. require
25. maiden
26. adversely
27. convicted
28. civic
29. include
30. exclude
31. reference
32. skill
33. negotiable
34. trained
35. openings
36. firm
37. personnel
38. customers
39. leads
40. leisure
41. request
42. qualifications
43. acquire
44. functional
45. volunteer
46. co-worker
47. public
48. private
49. resource
50. characteristic
51. misdemeanor
52. felony
53. refused
54. previous
55. legally
56. swing
57. reference

WORKSHEET #9-4

hobby	praise
surname	activities
address	goal
favorite	recommendation
belong	experience

Please put the words above in alphabetical (ABC) order.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

WORKSHEET #9-B

Match the vocabulary word (A) to the definition (B).

A.	B.
_____hobby	a. things you do
_____surname	b. work done before
_____address	c. to be a member
_____favorite	d. free time activities
_____belong	e. something you really like
_____praise	f. last name
_____activities	g. something you want
_____goal	h. where you live
_____recommendations	i. name before you were married
_____experience	j. "You are a wonderful worker!"
	k. letter from your old boss telling how you worked

WORKSHEET #9-C

hobby	praise
surname	activities
address	goal
favorite	recommendation
belong	experience

1. Kids like to play baseball. It is their favorite _____.
2. Burke is my _____.
3. I wanted to be a lawyer. It was my first _____.
4. I _____ to the Puerto Rican club.
5. I want you to write a letter of _____ for me.
6. I'm new at this job, so I don't have much _____.
7. My _____ is 37495 Charter Drive.
8. His children are good. He gives them _____.

WORKSHEET #9-D

Circle the words listed below.

hobby
surname
address
favorite
belong
praise
activities
goal
recommendation
experience

C W S O H O B B Y I H O G S O P R
A N S M L O A C D E N T N K E D E
B M K U U W W O M O P E O B S W C
S M D H R P T P B J N M L E N G C
Q O A J A D D R E S S E F L E O M
A P T K U M A H G H I F B O T A M
C R O L J K D M T E S U R N A M E
T T N C M D D E E O P Q H G R Z N
I D S J A T R W E A D D N C W X D
V K M O D D E X P E R I E N C E A
I S B A D E S G B C T U X A G W T
T T B U M I S N O O B M W B T T I
I B U T P R A I S E I E V T U T O
E M N G Y I T E B V X E E P R K N
S P O T S T F A V O R I T E O P S

WORKSHEET #10-A

interview	reason
shift	supervisor
resume	mention
hire	former
raise	limitations

Put the words in alphabetical order.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

WORKSHEET #10-B

Match vocabulary word (A) to the definition (B).

A.	B.	
_____interview	a.	to give one a job
_____shift	b.	an explanation for an action
_____resume	c.	an increase in salary
_____hire	d.	a meeting between a person looking for a job and an employer
_____raise	e.	a written document which gives one's work history
_____reason	f.	to speak about
_____supervisor	g.	anything which makes it difficult to work on a job
_____mention	h.	set hours of the working day
_____former	i.	occurred before
_____limitations	j.	person to whom one reports; boss

WORKSHEET #10-C

interview	reason
shift	supervisor
resume	mention
hire	former
raise	limitations

1. What was your _____ job?
2. Why should we _____ you?
3. When you come in, please bring your _____ with you.
4. Come tomorrow at 1:00 p.m. for your _____.
5. You will be getting a _____ in 6 months after you start.
6. If for any _____ you can't come in, please call.
7. This is Mary. She will be your new _____.
8. You will be working the morning _____.
9. Did I _____ you lunch hour?
10. Do you have any _____?

WORKSHEET #11-C

performance	adversely
appropriate	convicted
status	civic
require	include
maiden	exclude

Complete the sentences.

1. Before she was married, her _____ name was Kubilus.
2. He was _____ of murder and sent to prison for 50 years.
3. Chemicals affect your health _____.
4. He works for the state and is very _____ minded.
5. He came to work in the office in a sweatshirt. His dress was not _____ for that job.
6. Her _____ at work was excellent.
7. What is your marital _____?
8. His benefits are very good. They _____ health, vision, and prescriptions.
9. Even though his benefits are good, they _____ vision coverage.
10. The company _____ you to wear a hard hat.

WORKSHEET #11-B

Match the vocabulary word (A) to the definition (B).

A.	B.
_____performance	a. to prove guilty in a court
_____appropriate	b. to ask for or insist upon
_____status	c. the way one does one's job
_____require	d. the surname of a woman not yet married
_____maiden name	e. to leave out
_____adversely	f. to leave in
_____convicted	g. refers to the duties and rights of being a citizen
_____civic	h. suitable, fit, proper
_____include	i. unfavorably, harmfully
_____exclude	j. position, rank, standing

WORKSHEET #11-D

performance
appropriate
status
require
maiden
adversely
convicted
civic
include
exclude

T E T A I R P O R P P A B L
G K C F E X C L U D E I J E
T I C N U D E X C D S A C L
H C I P E R F O R M A N C E
J O V F X O W L T B P W T W
I N I F U X C A M M P X W A
P K C C A N G H R A R M M D
R M T O I X A O G A O O C V
M E I N C L U D E S P L R E
A V D V X R A C U T R A S R
I U X I E V M C I U I Y B S
D T T C Y U M K T V A M T E
E Z U T L E C S T A T U S L
N X Q E S A M A M K E C O Y
R S M D R E Q U I R E S U W

WORKSHEET #12-A

reference	firm
skill	personnel
negotiable	customers
trained	leads
openings	leisure

Put the above words in alphabetical order.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

WORKSHEET #12-B

Match the vocabulary word (A) to the definition (B).

A.	B.	
_____reference	a.	company
_____skill	b.	people who buy
_____negotiable	c.	new job
_____trained	d.	enjoyable and free time
_____openings	e.	somebody who studied for a special job
_____firm	f.	can't change
_____personnel	g.	changeable
_____customers	h.	person who helps you get a job
_____leads	i.	information
_____leisure	j.	office that hires new workers
	k.	ability

WORKSHEET #12-C

Fill in the blank using the words below.

reference	firm
skill	personnel
negotiable	customers
trained	leads
openings	leisure

1. He played baseball in his _____ time.
2. ABC Electric doesn't have any _____.
3. I've always wanted to work for a big _____.
4. My starting salary is _____.
5. My class has given me some _____ on job openings.
6. The store owner and employees are in business to serve the _____ who buy at their store.
7. You usually get a _____.
8. Your ex-boss is usually a good person to ask to be a _____.
9. He was _____ to be a plumber.
10. He has great _____ as a mechanic.

WORKSHEET #13-A

Put in alphabetical order.

request	coworker
qualifications	public
acquire	private
functional	resource
volunteer	characteristic

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

WORKSHEET #13-B

A.	B.
_____request	a. a person who works with you
_____qualifications	b. a person who works without salary
_____acquire	c. a trait, feature or quality
_____functional	d. not open to or intended for everyone
_____volunteer	e. to gain or get
_____co-worker	f. belonging to or intended for everyone
_____public	g. to ask
_____private	h. abilities, skills for a job
_____resource	i. refers to one's duties or performance
_____characteristic	j. ways, means or actions to accomplish something

WORKSHEET #13-C

request	co-worker
qualifications	public
acquire	private
functional	resource
volunteer	characteristic

1. John is my _____.
2. What _____ do I need for this job?
3. I would like to _____ to work for the YMCA.
4. This place is open to the _____.
5. He can't use that exit because it's a _____ exit.
6. What _____ are you looking for?
7. What _____ did you use to find the job opening?
8. This training is very _____.
9. How did you _____ the skills for this job?
10. Did the company _____ names of references?

WORKSHEET #14-A

misdemeanor
felony
refused
previous

legally
swing
reference

Please put the words above in alphabetical (ABC) order.

1.

2.

3.

4.

5.

6.

7.

WORKSHEET #14-B

Match the vocabulary word (A) to the definition (B).

A.	B.
_____misdemeanor	a. the afternoon work shift
_____felony	b. occurring before
_____refused	c. a person who will write or speak in favor of you
_____previous	d. a major crime, punishable by imprisonment of 6 months or more
_____legally	e. to decline
_____swing	f. a minor crime, such as parking tickets
_____reference	g. according to the law

WORKSHEET #14-C

misdemeanor
felony
refused
previous

legally
swing
reference

1. John _____ to work on Sunday.

2. At his _____ job, he was a salesman.

3. She could not _____ work in the country until she got her permit.

4. I am going to ask him to be a _____ for me.

5. To commit murder is a _____.

6. Joan really enjoys working the _____ shift.

7. She was acquitted of the _____ charge.

WORKSHEET #15

Work Vocabulary Quiz

In the space provided, print the letter which is next to the right definition.

1. Surname _____

   a. something you really like
   b. last name
   c. first name
   d. none of the above

2. Recommendation _____

   a. praise
   b. to give one a job
   c. hours you work
   d. letter from your old boss telling how you worked

3. Interview _____

   a. to explain an action
   b. a meeting between you and an employer
   c. an increase in pay
   d. suitable, fit

4. Skill _____

   a. ability
   b. information
   c. new job
   d. company

5. Customers _____

   a. a firm
   b. a volunteer
   c. people who buy
   d. public

6. Qualifications _____

   a. a person who will write in favor of you
   b. abilities or skills for a job
   c. performance
   d. none of the above

7. Convicted _____

a. a major crime
b. a minor crime
c. the afternoon workshift
d. none of the above

8. Goal _____

a. thing you do
b. something you want
c. something you really like
d. none of the above

9. Raise _____

a. an explanation
b. an increase in salary
c. changeable
d. ability

10. Openings _____

a. information
b. new jobs
c. a reference
d. leads

11. Firm _____

a. where you live
b. company
c. the government
d. none of the above

12. Personnel _____

a. to be a member
b. boss
c. person who helps you get a job
d. office that hires new workers

13. Trained _____

a. anything which makes it hard to work
b. somebody who studied for a job
c. intended for everyone
d. none of the above

14. Request _____

a. to ask
b. where you live
c. to decline
d. according to the law

15. Volunteer _____

a. a person who works without pay
b. a co-worker
c. supervisor
d. none of the above

III. JOB SEARCH

Goal:	To expand students' knowledge of how to search for available jobs.
Section 1:	Want Ads
Section 2:	The Telephone Book
Section 3:	Leads
Section 4:	Job Postings

III. Section I, Want Ads

Goal: To understand classified want ads.

Objectives:

1. Students will learn the meanings of typical abbreviations used in want ads and applications.
2. Students will understand want ads.
3. To familiarize students with employment agencies.
4. To introduce students to "business opportunities."

Activities:

1. Use Worksheets #17 to #23 to teach the meanings of the abbreviations found on Worksheet #16. Note that many of these abbreviations are found on application forms.
2. Use Worksheet #24 to reinforce learning.
3. Do Worksheets #25 to #27. They are designed to increase students' understanding of the information given in the want ads.
4. Discuss employment agencies and the services which they offer. Do Worksheet #28.
5. Another avenue is self-employment and the ownership of one's own business. Discuss this concept. Do Worksheet #29.

WORKSHEET #16

Want Ad Abbreviations

1. admin. - administration
2. agcy. - agency
3. a.m. - morning; before noon
4. ans. - answer
5. appt. - appointment
6. asst. - assistant
7. avg. - average
8. bene. - benefits
9. bus. - business
10. clk. - clerk
11. co. - company
12. coll. - college
13. corp. - corporation
14. d - divorced
15. deg. - degree
16. d - days
17. dept. - department
18. dir. - director
19. div. - division
20. etc. - et cetera
21. eves. - evenings
22. exc. - except
23. exp'd. - experienced
24. exp. - experienced
25. exper. - experienced
26. f - female
27. gen. - general
28. grad. - graduate
29. ht. - height
30. h.s. - high school
31. hvy. - heavy
32. lic. - license
33. m - male
34. mach. - machinery/machinist
35. mech. - mechanic
36. mgr. - manager
37. min. - minimum
38. mo. - month
39. nec. - necessary
40. no. - number
41. ofc. - office
42. op.; oper. - operator
43. oppty. - opportunity
44. pd. - paid
45. perm. - permanent
46. ph. - phone
47. p.m. - afternoon/evening
48. pref. - preferred

49. p.t. - part-time
50. refs. - references
51. req. - requirements
52. reqd. - required
53. R.N. - Registered Nurse
54. s - single
55. sal. - salary
56. secty. - secretary
57. soc. sec.; s.s. - social security
58. ss# - social security number
59. steno. - stenographer
60. sub. - submit
61. sept. - separated
62. tech. - technician
63. tel. - telephone
64. typ. - typist
65. vac. - vacation
66. wt. - weight
67. wk. - work
68. yr. - year
69. zip - zip code

WORKSHEET #17

Classified Ads: Abbreviations

Match the abbreviation in column (a) to the meaning in column (B).

A.	B.
____ ss#	a. average
____ avg.	b. day
____ s.	c. year
____ d.	d. zip code
____ m.	e. social security number
____ f.	f. month
____ zip	g. male
____ yr.	h. female
____ mo.	i. single
____ d.	j. divorced

WORKSHEET #18

Classified Ads: Abbreviations

Match the abbreviation in column (A) with its meaning in column (B).

A.	B.
____ dept.	a. administration
____ admin.	b. morning, before noon
____ agcy.	c. assistant
____ a.m.	d. director
____ appt.	e. business
____ asst.	f. clerk
____ bus.	g. corporation
____ clk.	h. department
____ corp.	i. appointment
____ dir.	j. agency

WORKSHEET #19

Classified Ads: Abbreviations

Match the abbreviation in column (A) with its meaning in column (B).

A.	B.
____ div.	a. except
____ etc.	b. general
____ eve.	c. company
____ exc.	d. et cetera
____ gen.	e. answer
____ grad.	f. division
____ co.	g. number
____ ans.	h. weight
____ no.	i. evening
____ wt.	j. graduate

WORKSHEET #20

Classified Ads: Abbreviations

Match the abbreviation in column (A) with its meaning in column (B).

A.	B.
____ tel.	a. separated
____ ht.	b. experience
____ sep.	c. high school
____ exp.	d. height
____ exper.	e. heavy
____ h.s.	f. license
____ hvy.	g. telephone
____ lic.	h. experience
____ mach.	i. mechanic
____ mech.	j. machinist

WORKSHEET #21

Classified Ads: Abbreviations

Match the abbreviation in column (A) with its meaning in column (B).

A.	B.
____ nec.	a. opportunity
____ op.; oper.	b. afternoon
____ oppty.	c. stenographer
____ pd.	d. salary
____ p.m.	e. technician
____ pref.	f. necessary
____ sal.	g. secretary
____ secty.	h. preferred
____ steno.	i. paid
____ tech.	j. operator

WORKSHEET #22

Classified Ads: Abbreviations

Match the abbreviation in column (A) with its meaning in column (B).

A.	B.
____ typ.	a. typist
____ deg.	b. references
____ refs.	c. work
____ exp'd.	d. college
____ perm.	e. required
____ wk.	f. permanent
____ min.	g. degree
____ coll.	h. experienced
____ reqd.	i. benefits
____ bene.	j. minimum

WORKSHEET #23

Classified Ads: Abbreviations

Match the abbreviation in column (A) with its meaning in column (B).

A.	B.
____ sub.	a. social security
____ p.t.	b. requirements
____ mgr.	c. phone
____ req.	d. office
____ d.	e. manager
____ ph.	f. days
____ ofc.	g. submit
____ vac.	h. vacation
____ soc. sec.; s.s.	i. part time
____ R.N.	j. registered nurse

WORKSHEET #24

Abbreviations

Below is a list of abbreviations used in classified ads for jobs. Write out the full word(s) for each abbreviation in the spaces to the right.

1. ofc. wk. _____ _____
2. ans. ph. _____ _____
3. p.m. _____
4. exp'd. _____
5. call eves. _____
6. deg. pref. _____ _____
7. good sal. _____
8. min. exp. six mo. _____ _____ _____
9. 2 yrs. coll. reqd. _____ _____ _____
10. perm. _____
11. coll. mgr. _____ _____
12. refs. reqd. _____ _____
13. lic. reqd. _____ _____
14. agcy. _____
15. asst. _____
16. sub. refs. _____ _____
17. oper. _____
18. m/f _____ _____

Write out the full word(s) for each abbreviation in the spaces to the right. Explain in your own words what each word or phrase means.

19. bene. _____
Explanation_____

20. full or p.t. _____
Explanation_____

21. perm. p.t. _____
Explanation_____

22. call for appt. _____
Explanation_____

23. h.s. grad. _____
Explanation_____

24. soc. sec. _____
Explanation_____

25. exper. nec. _____
Explanation_____

26. pd. vac. _____
Explanation_____

27. ss# _____
Explanation_____

28. d _____
Explanation_____

WORKSHEET #26

Questions on Classified Ads

Below are four classified ads for jobs. Answer each question by placing the letter of the job on the line at the end of the question. Under each question, copy the part of the ad that gave you the answer.

JOB A FEMALE VOCALIST 21-35
Must also play guitar and read music for steady lounge duo 5 nights weekly. Serious musicians only. Box 3712, Livonia, MI 48150.

JOB B SECRETARY. Rapidly expanding corporation seeks ambitious, self-motivated individual for diversified secretarial position. Bookkeeping, customer relations experience a plus. Excellent salary and benefits. Applications accepted from 9 a.m. to 5 p.m., call 555-2153.

JOB C R.N.'s
Full time, all shifts. Flexible scheduling. Excellent benefits. Contact Elsie Lindow, RN, Director of Nursing, for personal interview. 555-2222.

JOB D ADMISSION SALES
[illegible] local vocational school. Minimum 2 years experience. Send resume to: Box 70000, Eccentric Newspapers, 36521 Schoolcraft Rd., Canton, Michigan 48150.

1. For which job would you probably have to work evenings? _____
Copy the part of the ad that gave you the answer.
_____
_____

2. For which job would you have to send a letter to the newspaper in order to apply for the job? _____ Copy the part of the ad that gave you the answer. _____
_____

3. For which job would you most likely have to wear special work clothes? _____
Copy the part of the ad that gave you the answer.
_____

4. For which job would you probably <u>not</u> receive the same amount of pay each week? _____
Copy the part of the ad that gave you the answer.
_____

5. On which job would you have to be a musician?
_____
Copy the part of the ad that gave you the answer.
_____

6. On which job could you most likely work hours of your choice? _____
Copy the part of the ad that gave you the answer.
_____

7. On which job would you most likely be given a paid vacation? _____
Copy the part of the ad that gave you the answer.
_____

8. Which job required a person who did not drop out of school? _____
Copy the part of the ad that gave you the answer.
_____

9. On which job would you most likely do a lot of different things? _____
Copy the part of the ad that gave you the answer.
_____

10. Which job is in sales? _____
Copy the part of the ad that gave you the answer.
_____

WORKSHEET #27

Cut out want ads from the newspaper. Attach them here and then write meanings below the ad.

WORKSHEET #28

Employment Agencies

Below are some classified ads placed by employment agencies in a newspaper.

A. Temporary Assignments.
Immediate openings.
Light industrial clerks.
Smith Services, Inc.
Apply from 9 a.m. to 3 p.m.
Wednesday, April 25, and
Thursday, April 26.
555-0135

B. Mercedes Services Agency
Live-in-out housekeepers
and cooks. Free jobs. Top
sal. Mon-Sat. 9163 Sunset
Bl. 213/274-9228

C. B & L Bank - Briarwood
Employment Agency. Free.
213-386-8290

D. Medical Receptionists and
Assistants. J.D. Placement
Bureau Agency. 1818 N. Park.
555-5555

E. Arl Domestic Agency.
5238 Wilshire. 555-5555

F. Henry Employment Agency.
Sales Mgt. Acct. Engr.
Clerical. 3660 Boston Bl.
555-5555

G. Data Processing Specialties.
Smith Agency. 10000
Woodward. 555-5555

H. We have a variety of fascinating positions available from travel assistants and advertising to fashion, research and personnel. Salary depends on your ability to learn, skills, and/or experience. All jobs 100% free to applicant. Boxer Permanent Personnel Agency. 555-5555

I. Publisher. Seeking layout. Keyliner experience. Composition. Jones Personnel Agency. Temperance, AZ. 555-2843

To the left of each ad is a letter. Answer each of the following questions by writing the letter(s) of the ad on the line following the question.

1. Which agencies say they can help you find a job as a receptionist? _____
2. Which agency would be best to call if you wanted a job as a bank teller? _____
3. Which agencies offer jobs as a salesperson? _____
4. Which agencies offer jobs cleaning other people's houses? _____
5. Which agencies offer jobs working for a doctor? _____
6. Which agencies offer jobs working with computers? _____
7. Which agencies offer jobs preparing food? _____
8. Which agencies offer jobs even if you only want to work a few days a week? _____
9. Which agencies state a specific amount you might earn? _____
10. Which agencies say they will not charge you for their services? _____
11. Which agencies offer temporary work? _____
12. Which agencies offer jobs in publishing? _____

WORKSHEET #29

Business Opportunities

Some people own their own businesses and "work for themselves." Below is a lists of words and abbreviations used in classified ads offering to sell a business. Look up the words in a dictionary. On the line to the right of each, write a brief definition.

1. gross_____
2. net_____
3. down (dn)_____
4. retail_____
5. overhead_____
6. wholesale_____

Three ads describe businesses which are for sale. They are shown in the boxes below. Answer the questions that follow each ad.

> Janitorial Service.
> Gross $30,000. Sacrifice.
> $50,000. Great oppty.
> 555-0010

7. What type of service is this? _____
8. How much does this business cost? _____
9. How much income per year did the business produce before expenses? _____

> Sports Equip. Sales.
> Including all fixtures & inventory.
> $15,000; net $10,000 yr; $1,500 dn,
> call 555-9876

10. What does this business sell? _____
11. How much does the business cost? _____
12. How much cash would you have to have in order to buy the business? _____

13. How much income did the business produce after expenses? _____

Nursery Wholesale/retail.
$12,000 cash.
XYZ Realtors. 222 N. 2nd St.
555-5001

14. What does a nursery sell? _____

15. Will the owner consider selling the nursery for less than $12,000? _____

16. Do you have to have all the money in cash in order to buy the nursery? _____

Section 2: The Telephone Book

Goal: To acquaint students with information available in telephone books.

Objectives:
1. Students will distinguish "white" and "yellow pages."
2. Students will learn the number and use of "information."
3. Students will use the telephone book to look up the number and use of "information."

Activities:

1. Set up role playing situations to show the proper way in which to use a telephone. (Examples of situations you might want to use: calling a friend just to talk; calling a store to obtain information; calling the operator to make a long distance phone call.)

2. Discuss pay phones and their use. Also, discuss the etiquette used when talking on the phone: when using a pay phone, don't stay on the phone too long if others are waiting to use it; don't shout into the phone; don't keep people waiting on the phone; talk clearly and slowly into the phone. To call the operator, you dial zero. To call information, dial 1-555-1212. Explain "information." To make a long distance call, you need to dial 1 first and then the number. If the long distance call is beyond a certain area code line, you would need to dial 1, then the area code calling, then the number (example: calling California -- 1-213-878-2490).

3. Using the yellow pages phone directory, have the students do the following exercise to help them better understand the use of the yellow pages:

   a. call someone to fix a broken water pipe
   b. where to rent a car
   c. call a taxi cab
   d. call the local mall
   e. call to fix a broken TV
   f. call to order a pizza
   g. call a local hospital
   h. call a hardware store
   i. call a restaurant

4. The white pages are always listed alphabetically. To find the name you want:

   a. Find the page. See key names at top corner. (Key names are the first and last names on each page.)

   b. Find the column. Look across the top of the page for the column.

   c. Find the name. Check down the columns to the name you want.

   d. Some people will not be listed in the phone book, because they have asked the phone company for an unlisted number. (There is an extra charge for this service.)

5. Do Worksheet #30.

6. Do Worksheet #31. It is designed to help students use the phone book to find jobs. The information gathered may be used to find "leads."

7. Do Worksheet #32. It is a test of the information learned in this unit.

WORKSHEET #30

In your local "yellow pages," look up the following information and write down that information in the space provided.

a. List the names and addresses of five doctors who work close to your home.

1.
2.
3.
4.
5.

b. List three food stores or supermarkets near your home.

1.
2.
3.

c. List the names and addresses of three beauty salons near your home.

1.
2.
3.

d. List the names and addresses of three gas stations near your home.

1.
2.
3.

e. List the names and addresses of three hardware stores near your home.

1.
2.
3.

WORKSHEET #31

Using the Telephone Book for Job Information

1. Individual states have departments or agencies that help people who are looking for work. In the telephone book, find the local office of such a department in your state. Then answer the following questions.

   a. What is the name of the department? _____

   b. What is the address of the department office located nearest to your school? _____

   c. What is the telephone number of the nearest office? _____

2. Suppose that you wanted to work for your county government. Locate in the telephone book the department you would contact. Then answer the following questions.

   a. What is the name of the department? _____

   b. Where is it located? _____

   c. What is the telephone number? _____

3. Public employment agencies are set up to help people find jobs. In Michigan, the Michigan Employment Security Commission (MESC) is more than the unemployment office. The MESC can help you find a job. Record the MESC and its telephone number.

   a. Name _____

   b. Address _____

   c. Phone number _____

4. Think of a job you would like to have. Then answer the following questions.

   a. What is the name of the job you would like to have? _____

b. Look up the names of several companies in your area that might hire people to do the job:

	Company	Address	Telephone Number
1.			
2.			
3.			
4.			
5.			

5. Call the company you maned in question 4B and ask the following questions. Write your answers on the lines. (Explain at the beginning of the conversation that you are working on a school assignment).

a. Do you have any openings for a _____?
(name of job you would like)

b. What skills are needed for this type of job?
_____
_____

c. How much experience do you require?
_____
_____

d. What is the usual salary for the job?
_____
_____

e. Who would I speak to about applying for this job? _____
_____

WORKSHEET #32

Answer the following questions. Use a phone book to find the answers.

A. List emergency numbers for the following:

Page number of emergency numbers: _____

Police: _____

Fire: _____

Dialing emergency: _____

Child Abuse: _____

Disaster: _____

Crisis Intervention: _____

Rape: _____

Missing Persons: _____

Drug Abuse: _____

B. What is the number for directory assistance?

_____

C. What is the number for the phone company business office? _____

D. How do you "dial direct" for a long distance phone call? _____

E. Who pays for a collect phone call?

_____

F. Who pays for a direct-dial phone call?

_____

G. How much does it cost to buy a phone book?

_____

H. How often do people receive phone books?

_____

III. Section 3. Job Postings

Objectives:

1. Students will understand the concept of job postings.
2. Students will identify where postings may be found.
3. Students will obtain 3 job descriptions from postings.

Activities:

1. Discuss job postings and how to go about applying for the job.

   a. At most workplaces, available jobs are first offered to people who already work for the company and to people who do not work for that company or agency.

      1. Job Posting - when a job becomes available, the company will post a notice announcing the job. In most workplaces, there are bulletin boards where information for workers is posted. The notice is usually left up for a few days. This will allow the worker some time to find out more about the job and apply if they are interested.

      2. Seniority and Job Demands - usually people who apply for the job are screened and those whose qualifications meet the requirements will be offered an interview. The interviewer's main goal is to find out if the worker can meet the job demands and learn the new job. Union workers with high seniority have a better chance of being hired if they can meet the job requirements.

      3. Probation Period - in most companies, you have a certain period of time to show you can do your new job. This time allowed to learn a new job is called the "probation period". If you are unable to learn the new job during your probation period, you are usually allowed to go back to your old job. If it is your new

job and you don't pass your probation period, you may be given an extension period to allow you time to improve your skills; or you may be fired with no second chance.

4. The Worker's Responsibility - if you want to apply for an available job, it is your responsibility to check the bulletin board at your workplace or other places. It is not the supervisor's responsibility to inform you of jobs.

2. Do Worksheets #33 and #34.

3. Discuss the sources of job postings:

   MESC
   School placement offices
   Governmental offices
   Personnel offices of companies
   Employment agencies

4. Instruct students to obtain information about 3 job postings from any source.

WORKSHEET #33

Read the job postings and answer the questions about them.

Office Department

JOB:	Bookkeeper
DUTIES:	Handle money, balance books, paychecks answer phones
DEMANDS:	Must have 2 years bookkeeping experience
HOURS:	9 a.m. to 5 p.m.
PAY:	$6.00/hour
AVAILABLE:	Start May 1, 1984
RESPOND BEFORE:	April 15, 1984

1. What does this posting describe? _____
2. When does the job begin? _____
3. When is the last day to apply for the job? _____
4. What are the hours? _____
5. What is the pay? _____
6. What are the responsibilities? _____
7. What qualifications must you have to apply for this job? _____

Hospital

JOB:	Nurse
DUTIES:	Assist doctors in emergency room with patients
DEMANDS:	Must be a Registered Nurse with 2 years experience
HOURS:	12 a.m. - 8 a.m.
PAY:	$18,000 per year with benefits
AVAILABLE:	Immediately
CLOSING DATE TO APPLY:	June 1, 1984

1. What job does this posting describe? _____
2. Where is the job located? _____
3. What shift will this person work? _____
4. How much is the pay? _____
5. What qualifications are needed? _____
6. What are the duties of the job? _____
7. What is the last day to apply? _____
8. When can the person begin work? _____

WORKSHEET #34

Write true or false for the following statements:

1. _____ Your supervisor will inform you of any new job openings.

2. _____ Supervisors will explain a job posting to an employee, only if the employee asks.

3. _____ Job postings usually tell what the hours of the job are.

4. _____ Job postings never give the rate of pay.

5. _____ Workers with the highest seniority always get the job.

6. _____ Most workplaces allow a probation period to learn the new job.

7. _____ Job postings will be found on bulletin boards at workplaces.

8. _____ There is no deadline to apply for a job before starting.

9. _____ You must know exactly how to do a job before starting.

10. _____ "Available immediately" means the worker can start the job as soon as he/she is hired.

III. Section 4, Leads

Goal: To familiarize students with the concept of leads.

Objectives:

1. Students will understand that most jobs are found through leads.
2. Students will make a list of leads using various sources.
3. Students will make a list of leads using friends and relations as resources.
4. Students will learn to keep track of leads.

Activities:

1. Discuss the following: According to the Department of Social Services, State of Michigan, and private consultants, jobs are obtained by a variety of methods.

How Americans Find Work		
Applied Directly to Employer		36.9%
Asked Friends or Relatives		27.2%
About where they work	19.5%	
About jobs elsewhere	7.7%	
Answered Newspaper Ads		13.5%
Private Employment Agencies		5.6%
State Employment Service		5.1%
Other		11.7%
TOTAL		100.0%

In fact, most jobs are "hidden in that they are not advertised.

The most successful way was to apply directly to an employer, or to go to an employer on the recommendation of a friend or relative (most often one who already works for the employer).

Because these are the methods that work, most of your efforts should be concentrated in these areas. You may also want to try the other methods, but your best bet comes from friends and relatives helping you and by making direct appeals to employers.

2. Discuss the concept of "leads". Most jobs are found by either contacting a company, to see if work is available or by following up on a reference given by a friend or relative.

3. Discuss how students can develop leads by using the phone book to look up companies which offer the kinds of work they desire. Refer to Worksheet #31. Do Worksheet #35.

4. Do Worksheet #36. This will encourage students to develop leads from friends and relatives. Discuss

the importance of keeping track of various job leads.

WORKSHEET #35

Write the names, addresses, telephone numbers and contact person of companies that might have the type of position you are looking for.

COMPANY ADDRESS TELEPHONE NUMBER CONTACT PERSON

WORKSHEET #36

Leads

NAME	PHONE	WHEN CONTACTED

Make a list of relatives you will talk with about wanting a job.

List of Neighbors who might help:

Friends from your culture:

American Friends:

Sponsors:

Churches:

Former Employers or Coworkers:

IV. NECESSARY DOCUMENTS AND INFORMATION

Goal: To identify and gather information and documents necessary for employment.

Objectives:

1. Students will gather typical information found on application forms.
2. Students will understand the concept of references and obtain 3 references.
3. Students will create their own resume.
4. Students will obtain other necessary documents.
5. Students will know where to apply for a social security number.

Activities:

1. Discuss areas found on most job applications:

   a. Personal information (name, address, phone, etc.)
   b. Employment desired
   c. Education history
   d. Former employers (employment history)
   e. General (special skills, training)
   f. Service record
   g. Affirmative Action employer

   Some items which you may or may not find on certain applications:

   a. Awards
   b. Qualifications
   c. Physical health
   d. Do you take drugs?
   e. Ever been in prison?
   f. Why do you want this job?
   g. Salary desired?

   There are some questions you don't have to answer on an application:

   a. Race
   b. Religion
   c. Age
   d. Marital status
   e. Family responsibilities, e.g., children

2. Do Worksheets #37 through #42. Discuss the purpose of each worksheet prior to distribution.

3. Discuss references.

   References are people who think you are a good worker. They are not members of your family. References usually should be fluent in English.

Discuss the different types of references a person should use in helping them obtain a job:

Personal or character references are often given by a close friend whom you have known for many years.

A Business reference is from a past or present employer who knows the quality of your performance. Most places of employment prefer both work related and personal references.

You have to ask a potential reference if they would be willing to be a reference. You have to ask them what they think of your skills and character.

When you use a reference, you should tell them that someone might be calling them about you.

You should have at least three references: two work related, one personal.

4. Do Worksheet #43.

5. Resumes are short, concise, typewritten documents which tell about you and your job skills. Discuss their importance and use in finding a job. Use Worksheet #44 as a sample handout.

6. Instruct students to make their own resume. Do Worksheet #45.

7. Discuss the necessity of having on hand each of the following documents:

   a. Alien card - green card/I-94 form
   b. Social security card
   c. Work permit (if applicable)
   d. Driver's license (if applicable)
   e. Birth certificate
   f. Health certificate

8. Discuss how students may apply for a social security number at the local office. Do Worksheet

9. Hand out Worksheet #47. It is a checklist of necessary documents and information to take to a job interview.

WORKSHEET #37

Job Application

Here are some questions from a job application form. Answer the questions by circling the letter of the best choice.

NAME_____
(Surname) (First) (M.I.)

1. What should be written on the above line?

   a. John H. Doe
   b. Doe, John H.
   c. Doe, John Henry

2. Which line(s) should you check if you only want to work during the summer months? (Circle one or more answers.)

   a. permanent work
   b. full-time work
   c. temporary work
   d. part-time work

4. Jim is a member of the Air National Guard until December, 1985. Fill in the blanks above with the proper answers.

   U.S. Military or Naval Service:_____
   Present membership in National Guard or Reserves:_____
   Date Obligation Ends: _____

   Have you ever been convicted of a crime?_____

5. If you were arrested on suspicion of burglary but were found to be innocent, how should you answer the question above?

   a. yes
   b. no
   c. don't know

   Have you ever been discharged from any position?___

6. Mary has had one job. She was laid off because there was not enough work. How should she answer the question above?
   a. yes
   b. no
   c. don't know

7. Give a short definition of each word:

   Affirmative Action Employer:_____

   Spouse:_____

   Dependants:_____

   Qualification:_____

WORKSHEET #38

Necessary Data for Interviews

Take this information with you to interviews.

NAME: _____

ADDRESS: _____

TELEPHONE: _____

AGE: _____ SOCIAL SECURITY NUMBER: _____

HEIGHT: _____ DRIVER'S LICENSE NUMBER: _____

WEIGHT: _____

PERSONAL REFERENCES:

1. NAME: _____ OCCUPATION: _____

   ADDRESS: _____ TELEPHONE NUMBER: ___

2. NAME: _____ OCCUPATION: _____

   ADDRESS: _____ TELEPHONE NUMBER: ___

BUSINESS REFERENCES:

1. NAME: _____

   ADDRESS: _____

   TELEPHONE: _____

2. NAME: _____

   ADDRESS: _____

   TELEPHONE: _____

PREVIOUS EMPLOYMENT:

COMPANY:_____SUPERVISOR:_____

ADDRESS:_____

EMPLOYED FROM_____TO_____AS_____

Have you ever been convicted of a misdemeanor? __y __n

Have you ever been convicted of a felony? ___yes ___no

Have you ever been refused a bond? ___yes ___no

If you answered yes to any of the above, explain.

WORKSHEET #39

Keeping Track of Your Education History

List all of your education, starting with your most recent.

SCHOOL	ADDRESS	SUBJECT STUDIED	GRADE COMPLETED	DATES ATTENDED

Highest grade completed (circle): 7 8 9 10 11 12 13 14

Graduated? ___yes ___no

List any awards which you have received.

WORKSHEET #40

WRITE down the jobs you have held.

Employer	Address	Position	Dates of Employment

WORKSHEET #41

Work Experience: Volunteer or Without Pay

JOB/WORK	WHERE/WHO/TELEPHONE	DATES

Often we work for no money. We do many things that we do not call "work." We help out with the family; we help friends; we help the community. Work jobs can be many things--packing and helping someone move, taking care of the elderly and sick, fixing a friend's car, painting a friend's home. What kinds of volunteer work can you think of?

WORKSHEET #42

Personal Health Checksheet

1. General health: ___ excellent ___good ___poor
2. Do you wear glasses? ___yes ___no
3. Do you wear a hearing aid? ___yes ___no
4. List any physical handicaps that might limit the work you can do.

   _____

5. Do you have insurance? ___yes ___no type? _____
6. Date of last physical: _____
7. Date of last TB test: _____
8. Major illness, injury, or operations:
9. Check any of the following problems/conditions, you have had:

___ heart	___ epilepsy	___venereal disease
___ back	___ high blood pressure	___drugs
___diabetes	___ tuberculosis	___fainting
___asthma	___ allergies	___other

10. List your current medications:
11. Family doctor's name: _____
    Address: _____
    Phone number: _____

WORKSHEET #43

Find three references and obtain the following information on each person:

NAME_____

ADDRESS_____

PHONE: Home_____ Work_____

OCCUPATION_____

YEARS KNOWN_____

RELATIONSHIP_____

NAME_____

ADDRESS_____

PHONE: Home_____ Work_____

OCCUPATION_____

YEARS KNOWN_____

RELATIONSHIP_____

NAME_____

ADDRESS_____

PHONE: Home_____ Work_____

OCCUPATION_____

YEARS KNOWN_____

RELATIONSHIP_____

WORKSHEET #44

Sample Resume

Alicia Dragon-Dream
1375 11 Street
Herstory, Michigan 48100
313/971-3200

POSITION DESIRED: Childcare Aid

WORK EXPERIENCE:

1. Waitress. Joe's Coffee Shop. 1983-present.
2. Childcare Aid. Toddlertown. I did my high school internship. 1982.
3. Babysitter. Mr. and Mrs. Daniels. Babysat two children, afternoons, six days a week. 1981-1982.

EDUCATION:

High School Diploma. Huron High School, Ann Arbor, Michigan.

SPECIAL SKILLS:

Taught Sunday School to children.

Speak French and English.

REFERENCES:

Mr. Daniels
555 Andrews
Tigertown, MI
555-5555

Ms. Rita Ruth, Director
Toddlertown
222 Edison
Tigertown, MI
555-5555

Letters upon request.

PERSONAL DATA:

Age: 28
Height: 5'7"
Weight: 130 lbs.
Health: excellent

DATE AVAILABLE: March 1, 1984

WORKSHEET #45
Make Your Own Resume

Name

Address

Phone

Position Desired

Work Experience

Education

Special Skills

References

Personal Data

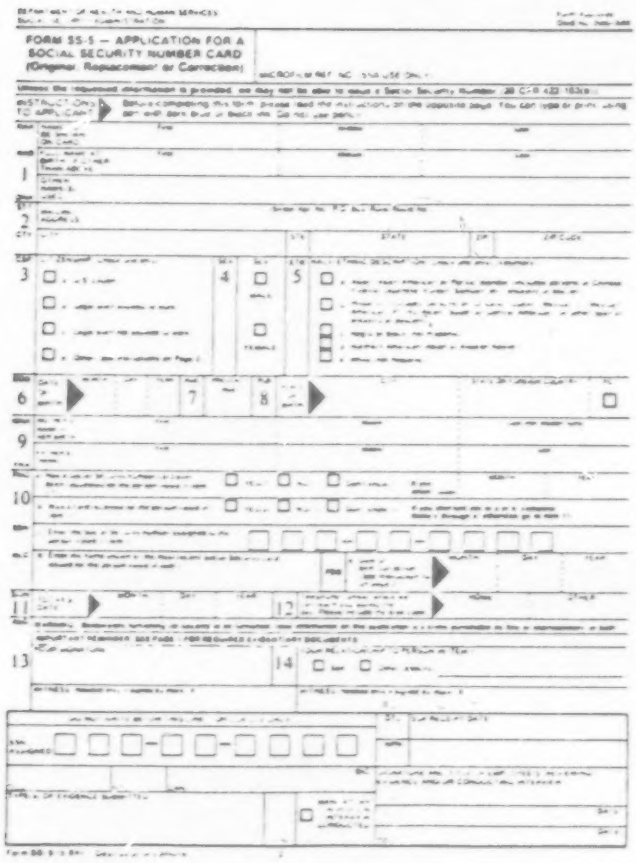
Date Available

WORKSHEET #46

Applying for a Social Security Number

Vocabulary:

false:	untrue
maiden name:	woman's name at birth; woman's name before marriage
mailing address:	address where you wish your mail delivered
regardless:	whether or not; does not matter if
identity:	who you really are


FORM SS-5 — APPLICATION FOR A SOCIAL SECURITY NUMBER CARD (Original, Replacement or Correction)

WORKSHEET #47

Checklist of Necessary Documents and Information

1. Alien Card - Green Card/I-94 Form
2. Social Security Card
3. Birth Certificate
4. Health Certificate
5. Work Permit
6. Driver's License (if you drive)
7. High School Diploma
8. List of references
9. Certificates/Awards
10. Resume/Personal Data
11. Ink pen/pencil

V. FILLING OUT JOB APPLICATIONS

Goal: Expand student's knowledge of job applications.

Objectives:
1. Students will print information on job applications.
2. Students will complete 2 job applications.

Activities:

1. Discuss the importance of neatly filling out a job application form. The style is important in that it leaves a first impression of the applicant's character. Sloppiness implies (rightly or wrongly) a sloppy character. If an employer has trouble reading an application form, you may be turned down for the job. Furthermore, printing is easier to read than cursive writing. Students should print out all application forms. Do Worksheet #48.

2. Do Worksheet #49.

3. Obtain another job application form. Duplicate and have students fill it out.

WORKSHEET #48

Application

NAME _____
LAST FIRST MIDDLE

ADDRESS _____
NUMBER STREET CITY STATE ZIP

PREVIOUS
ADDRESS _____
NUMBER STREET CITY STATE ZIP

DATE
OF BIRTH _____ TELEPHONE _____

HEIGHT _____ _____ WEIGHT _____
FEET INCHES POUNDS

SOCIAL SECURITY NUMBER _____

TYPE OF WORK YOU DESIRE _____

WHEN CAN YOU START WORK? _____

HOW MUCH DO YOU EXPECT TO EARN? _____

DATE _____ SIGNATURE _____
MONTH DAY YEAR

VI. EMPLOYMENT LETTERS

Goal: To introduce employment letters.

Objectives:
1. Student will recognize the parts of a good employment letter.
2. Students will compose one employment letter.
3. Student will address one envelope.

Activities:

1. Discuss reasons for writing employment letters. They are a way to sell yourself. Your goal is to convince an employer that you can help him by doing the job.

2. Look at a sample letter. Discuss the pat/sections of a letter. See Worksheet #50.

3. Look at what makes a good letter. Discuss the makings of a good letter.

   a. Type your letter.
   b. Do not type on both front and back of the paper.
   c. Use correct spelling and grammar.
   d. Be brief, but thorough.
   e. Be positive.
   f. Sell yourself; that is, emphasize your strengths.
   g. Tell why you want the job.
   h. Tell why you are qualified for the job.
   i. Tell what you can do, briefly.
   j. Ask for an interview to give more details.
   k. Show your style and personality.

   Distribute Worksheet #51.

4. Instruct students to write one employment letter.

5. Discuss the following with the students:

   a. Letters: always make sure letters are sealed. The stamp always goes in the top right hand corner. When addressing the envelope, make

sure the writing is clear or print neatly. Don't forget the zip code (call the Post Office if you are unsure of a zip code), and remember to put a return address on the back of the envelope or in the top left corner. The purpose of putting a return address is in case your letter does not reach the correct address is in case your letter does not reach the correct party, the Post Office can return it to you.

b. Stamps: every letter must have a stamp on it for the Post Office to deliver it. The weight of the letter determines the price of the stamp. For most letters, unless they weigh over one ounce, there is a basic charge, which is currently 20 cents. Postcards cost 13 cents currently to mail. To obtain stamps, you must go to a Post Office or postal stamp machine located in various stores (the machines will charge extra for the stamps). Some stores, such as Farmer Jack or Meijers, now have post offices inside the store.

c. Change of address: when you are about to move you must get change of address cards from the Post Office. These cards can be sent to friends, doctors, etc. The Post Office will keep a card so mail delivery will be switched to your new address. A person must fill out a change of address card to insure mail delivery to the new address on the moving date.

6. Discuss the proper way of addressing an envelope. Distribute Worksheet #52.

   a. Name
   b. Address
   c. Zip code
   d. Your name
   e. Return address
   f. Heading

7. Address a sample envelope (Worksheet #52).

8. Do Worksheet #53.

WORKSHEET #50

Sample Employment Letter

Alicia Dragon
2253 Taylor
Spata, Michigan 10002

January 22, 1984

Harvey Smith, President
Acme Widget Co.
555 Campus Blvd.
Pine Valley, MI 10000

Dear Mr. Smith:

I am interested in obtaining a position as janitor in your company. I write to you because it is my understanding that you are in charge of hiring people for this position.

I have worked as a janitor for the past 10 years. All of my experience is with hospitals in the area. I have enclosed a resume, which givers more detailed information of my experience.

I request an interview with you regarding this position. Please call me at 555-1111, so that we can set a time for the interview.

Sincerely,

Alicia Dragon

WORKSHEET #51

Write Your Own Employment Letter

Your Name_____
Your Address_____
_____

Date_____

Person's Name/Title_____
Company_____
Address_____
_____

Dear_____:

Tell which job you want:

_____
_____
_____
_____

Tell why you are qualified:

_____
_____
_____
_____
_____

Ask for an interview. Give a telephone number:

_____
_____
_____
_____
_____

Sincerely yours,

Your signature: _____

Type your name: _____

WORKSHEET #52

The Envelope

SAMPLE

Alicia Dragon
2253 Taylor
Spata, MI 10000

Acme Widget Co.
555 Campus Blvd.
Pine Valley, MI 10000

ATTN: President

PRACTICE

WORKSHEET #53

Given the following situations practice addressing business or personal letters and practice addressing the envelope to mail the letter.

a. Jane Simons, who lives at 213 Dodge Street, Dearborn, MI 48291 is writing a business letter to Dr. Pierson, 8100 Carmel Street, Detroit, MI 48225 on September 30, 1984.

b. Sandy Jones, who lives at 4891 Tacome, Hollywood, California 90116, is writing to her mother who lives in St. Louis, MO, at 28059 Braxton Drive, 61193.

c. Jack Lang is sending an application for a job along with his cover letter to J.C. Penney, 28400 Vernier Rd., Harper Woods, Mi 48205. Jack is writing the letter on January 3, 1984 and he lives at 4343 Gray, Detroit, MI 48213.

VII. TRANSPORTATION

Goal: To expand student's knowledge of transportation systems.

Objectives:
1. Students will become aware of local landmarks.
2. Students will be introduced to maps.
3. Students will become aware of the advantages and disadvantages of 7 types of transportation.
4. Students will become familiar with buses.
5. Students will become familiar with taxis.
6. Students will learn ways of dealing with being lost.

Activities:

1. Discuss how students can become aware of landmarks they pass when going to a particular destination. Talk about the various types of businesses they might pass enroute to work or class.

2. Discuss the importance of signs, street names, addresses and maps. Brainstorm all of the helpful signs you see on the streets. Discuss colors of standard signs such as stop/red, yield/yellow, one-way/black and white, danger/black and orange. Go over a map of the area in which class is held and discuss streets in the area.

3. While students are traveling by car, taxi, bus, or bike, have them keep in mind the following questions:

   a. What street am I on now?
   b. How far have I gone?
   c. In what direction from my home am I headed?
   d. What city am I in now? What city am I going to?
   e. How many miles am I going?
   f. What are some landmarks I will pass along the way?

4. Have students obtain a map of the city you are in. City, state and local maps can be bought at gas stations. Have students make their own maps

from their home to class, drawing in all streets and landmarks they have to pass to get to their destination. This will help them get acquainted with their surroundings.

5. Brainstorm all modes of transportation: taxi, bus, car, bicycle, feet, plane, train, boat, etc.

6. Talk about the above modes of transportation in relation to your own lives. For example, when might you travel on a Greyhound bus, when might you travel on a train, etc.?

7. Center a discussion around the advantages and disadvantages of each type of transportation. Some points to consider are:

   a. Bus: public lines; Dial-a-Ride; Ocart; Semta; limited schedules; cannot always get to where you are going; inexpensive.

   b. Taxi: expensive; not feasible for long trips; does not impose on anyone else.

   c. Walking: healthy; always available; do not have to rely on others; not safe at night; difficult to carry a lot of things.

   d. Car: not always available; when available it is very convenient; expensive; if person does not own one may be imposition to request a ride; sometimes breakdowns occur.

   e. Bicycle: convenient; good for short trips; with baskets can carry more goods; cannot always use if weather is bad (snow).

   f. Plane: get to destination quickly; very expensive; available usually at all hours.

   g. Train: cost more reasonable than plane, but takes longer; noisy ride.

   h. Boat: can get seasick; this mode is usually used for long rides.

8. Discuss the following situations in small groups and decide the best method of transportation.

   a. Your car breaks down on the freeway, you call several people for a ride home and cannot

reach anyone. How can you get home on your own?

b. You do not have a car and need to go shopping, the store is a mile away. How could you get there without relying on anyone to take you?

c. You have a vacation coming from work and you would like to go to California to visit relatives for a week.

d. You and a few friends decide to go to Toronto for the weekend.

e. You want to visit a friend of yours who lives up north.

f. It is a nice sunny day out and you are interested in going to a park about 3 miles away.

g. You go to a party with a friend who drove and your friend gets drunk. How are you going to get home?

h. You must get to the post office today to mail a letter. The post office is 2 miles from your home and you have no car or bike.

9. Discuss the skills needed to ride a bus.

a. Enough money to get to where you want to go. (Change is important to have.)

b. Enough money to get back.

c. Knowing which bus to take to get to your destination.

d. How often do the busses run?

e. Where is the bus stop?

f. How does one get off the bus (knowing when to signal the bus driver; there a cord to pull)?

g. Recognizing landmarks.

h. Identification.

Look at local bus schedules in small groups.

10. Discuss the following points with students who might be apt to use a taxi (cab):

    a. When should you use a taxi: after dark when traveling alone; in an emergency and you have no car; when you have a lot of bulky packages or luggage; when you are out late and bus service isn't often enough.

    b. How to call a taxi: look in the yellow pages under TAXI; (look for the company that is within close distance to wherever you are); give the address where you want to be picked up and where you are going; ask how soon you can expect the taxi to arrive; have the dispatcher repeat pick-up address.

    c. Taxi etiquette: be watching for the taxi and be ready when it stops at your address; taxis usually don't allow more than four passengers at a time; it is appropriate to tip the driver.

    d. Payment: taxis have a meter which adds up the price for every mile or part of a mile the taxi travels; the further you go, the more it will cost; you must pay however much the meter reads at the end of the journey.

11. Discuss how easy it is for people to get lost when in an unknown place. Talk about what a person should do if they get lost.

    a. Most important--don't panic.

    b. Go into a store or gas station and ask directions.

    c. Ask a policeman directions if one is near by.

    d. Call a friend or family member for assistance. This is why you should always have money and phone numbers on you. There may be a time when they will come in very handy.

    e. Think--try to remember any landmarks you passed. In what direction were you going when you started out? Did you cross streams, bridges, streets, etc.?

f. It may help to retrace your steps. Remember that very few people stay lost. They are either found or they get out of the situation by using their own good sense.

12. Discuss the following:

signs (stop, caution, danger, yield, one-way, etc.)
landmarks
street names
knowing addresses of destinations
carrying identification
maps

13. Role play various situations regarding transportation:

a. Being lost
b. No identification on you
c. Asking someone for directions
d. Not having correct change
e. Lost wallet, you have no money
f. Car breaks down on highway
g. Miss plane to visit relatives
h. Miss bus
i. Get on wrong bus

VIII. THE INTERVIEW

Goal: To introduce students to the art of being interviewed.

Objectives:
1. Students will learn what is appropriate behavior for an interview.
2. Students will practice taking an interview.
3. Students will write one thank you letter.

Activities:

1. Discuss the questions which might be asked during a job interview. Hand out Worksheet #54. Explain that short "yes" or "no" answers are frustrating to interviewers. Similarly, long, rambling answers are inappropriate. Instruct the students to break into groups of two. Have each in turn answer the questions on Worksheet #54. Hand out Worksheet #55 and discuss legal and illegal questions.

2. Discuss how to act and speak during an interview. Hand out Worksheet #56. Role play for the students those "hints" which can be acted out (e.g., sections E, F, H, I, K, L, M, V).

3. Discuss the questions which are appropriate to ask an interviewer. Hand out Worksheet #57.

4. Discuss how to close an interview. Sometimes an employer will offer you a job on the spot. If you are not sure you want the job, you should thank him for the offer and ask for a few days to think about it. Most employers will agree to this; but if s/he doesn't, you will have to make a quick decision. If you go into the interview prepared, you should be able to make a good decision.

   In many cases, an employer will want to look at your file and interview others. In this case, s/he will probably want to contact you later. Initiative on your part is important at this point and you should do two things:

   1. Tell him you are very interested in this job and would be willing to give your best effort if you get it.

2. Tell her that you would like to call her in a few days to see what the decision is.

   If he tells you he would rather contact you, accept this and thank him for his time.

5. Role play an interview. Select a student to be the interviewer, asking questions found on Worksheet #54.

6. Discuss the reasons why some people are not hired. Hand out Worksheet #58.

7. Have students answer the questions on Worksheet #59.

8. Break students into groups of four. Assign one student as an interviewer. Assign one person as prospective employee. Assign two students as observers. Role play an interview using the questions on Worksheet #54. The observers using "Interviewing Hints" may give feedback to the interviewee; allow time for each student to have the opportunity to be interviewed.

9. Discuss the steps taken to follow up an interview. Hand out Worksheet #60.

10. Have students write a sample thank you letter. Hand out Worksheet #61.

11. Discuss the laws on discrimination in hiring. Below appear the laws which cover this area.

Title VII of the Civil Rights Act as amended. Prohibits discrimination in employment including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment on the basis of race, color, national origin or sex.

Age Discrimination, in Employment Act of 1976 as amended, prohibits discrimination on the basis of age: applies to persons forty to sixty-five years of age.

Rehabilitation Act Amendments of 1973, Section 503 (Handicapped) states that affirmative action is required to employ and advance, in employment, qualified handicapped individuals (including hiring, upgrading, salaries, demotion or transfer and selection for training).

Equal Pay Act of 1963 as amended by the Education Amendments of 1972 (Higher Education Act) prohibits discrimination in salaries (including almost all fringe benefits) on the basis of sex. It covers all employees.

Any individual who believes he/she has been discriminated against may make a complaint to a federal compliance agency by letter, phone call, or sworn statement, depending on the means of complaint as specified in each law.

WORKSHEET #54

Questions Sometimes Asked at an Interview

1. Where do you live?
2. Are you in good physical condition?
3. What hours are you willing to work? Can you work evenings? Weekends?
4. Would you be willing to move to another city for your job?
5. What are your qualifications?
6. Are you willing to travel?
7. Are you willing to work overtime?
8. How long did you work at your last job?
9. What are your strengths? Weaknesses?
10. Can you work under pressure?
11. Why do you think you could do this job?
12. Tell me something about yourself.
13. What special skills do you have?
14. What experience have you had?
15. What jobs have you enjoyed the most?
16. What do you know about our company?
17. Why do you want this position?
18. When are you available to start work?
19. Have you ever been arrested or convicted of a crime?

WORKSHEET #56

Interviewing Hints

A. Appearance - grooming is what impresses an employer at first impression. Clean hair and clean/neat clothing are important. Men should be clean shaven; if they have a beard or mustache, they should make sure it is neat.

B. Dress appropriately - men: wear a suit, a business shirt and tie. No sports clothes or leather jackets. Women: wear a dress or suit. No fancy clothes. Dress pants are okay but most employers prefer to see a woman in a dress or suit. If you don't have a suit, dress in the best which you have.

C. Go to the interview alone. If you take a friend or relative, the interviewer will think you are insecure.

D. Be or time or a few minutes early. If you are late for the interview, the interviewer will wonder whether you will be on time for work if hired.

E. Be patient while waiting for an interview.

F. Sit up straight in your chair. Keep your feet on the floor. Look directly at the interviewer and listen carefully. Don't slouch, slump or stare around the room.

G. Speak in a clear and pleasant manner. A pleasant personality will please the employer. Smile during introductions and during the interview; but don't wear a grin all the time. Address the interviewer by his or her title and name.

H. Smoking is usually a mistake. If you must smoke, do so only if the interviewer invites you to do so. Do not chew gum.

I. Introduce yourself in a quiet, easy and confident way. The first part of the interview will set the tone. Say your name clearly and why you are there. After this, let the employer lead the conversation. Shake hands firmly if an offer to shake hands is made. Stand until you are asked to sit down. Say thank you as you take your seat. Hang up your coat when invited.

J. Try not to act nervous by playing with keys, pencils or rings. If you act relaxed, the employer will think you are confident. But if you overdo it he will think you are too confident or not interested.

K. Be ready to answer questions. Don't play the funny person. Answer the questions honestly. The interviewer is trying to find out if you are qualified for the job in which you are applying.

L. Don't talk about personal problems. The interviewer isn't interested in your troubles with your friends or previous employers. They are not part of your job hunting.

M. Don't answer questions with one-word answers (i.e., "yes,", "no"). Explain your answers. Both short, one-word answers and long, rambling answers are frustrating to interviewers.

N. Don't use expressions which are not appropriate for an interview (boss, cool, yeah, etc.). Avoid slang expressions.

O. Avoid being critical. Convey genuine interest and enthusiasm.

P. Be prepared to tell your qualifications and to give examples.

Q. If asked, state the salary you wish to make. If salary offered is unacceptable, do not mislead the interviewer. Either you are interested or not.

R. If asked, tell the interviewer what job you want. Do not say, "I'll take anything."

S. If the interviewer doesn't tell you about the salary, the hours, and where you will be, ask. Also, find out about vacations, sick leave, medical insurance and what you will learn on the job.

T. Send additional information promptly, upon request.

U. Suggest when and where you might be contacted, if necessary.

V. Leave promptly when the interview is ended.

W. Thank interviewer for their time. It is appropriate to send a brief thank-you note for your interview.

WORKSHEET #57

Questions to Ask the Interviewer

Employers expect you to ask questions. If you ask good questions, the employer will know you are really interested in the job. Here are some questions you may want to ask if the employer hasn't offered the answers:

1. What are the job duties?

2. What are the fringe benefits?

3. What are the hours?

4. What are the opportunities for advancement?

5. What are the opportunities for on-the-job training and further education?

6. What do you look for in an employee?

Remember that you are also trying to decide whether or not you will accept a job if it is offered. The employer realizes this and will be glad to know that are you are trying to make a good decision.

WORKSHEET #58

Why Didn't I Get the Job?

The following list gives many of the factors which personnel directors and employers give as reasons why prospective employees were not hired:

1. Poor appearance.
2. Wants job doing anything: no goals, no purpose.
3. Overemphasis on money: interest chiefly in what the job pays.
4. Applicant blank filled out poorly, incomplete.
5. Lacks self-confidence, doesn't believe in himself or herself.
6. Arrogant.
7. Course and boisterous.
8. Cannot express himself or herself clearly.
9. Evasive in answers; never answers yes or now; always maybe.
10. Name-dropper; feels this will get him or her the job.
11. Does not want to work; wants easy job.
12. Untruthful about qualifications and records.
13. Critical of past employers.
14. Not serious about job; just heard about opening and thought he would like to look into it.
15. Brought his wife, mother or girlfriend with him to see about the job.
16. Cannot get along with others.
17. Resents criticism or supervision.
18. Reactionary or radical in views.
19. Eating or chewing gum during interview.
20. Has an excuse for everything.
21. Talks too much about personal, domestic or financial problems.
22. Mind seems to wander; day dreaming.
23. Has no outside interests, hobbies or leisure time pursuits.
24. High strung or emotional.
25. Poor health.
26. Offering "bribes," gifts, or favors.

Courtesy of S. E. Oakland Vocational Center

WORKSHEET #59

Interviews

Below are things you might want to do at a job interview. Place a check on the line to the left of each one you think is a good idea.

_____ 1. Ask about the salary in the interview.

_____ 2. Do not smoke or chew gum.

_____ 3. Volunteer information that you think an interviewer should know about you if the questions he/she asks don't bring out this information.

_____ 4. Arrive a few minutes late for an interview.

_____ 5. Bring your packet of educational and job experiences.

_____ 6. Find out as much as you can about the company before an interview.

_____ 7. Try to give "yes" or "no" answers to questions.

_____ 8. Take a friend or relative, who knows your strengths, with you to an interview.

_____ 9. Talk about personal problems and problems with previous employers.

In the spaces below, write some important questions you might ask at an interview.

10. What benefits does the company provide?

11.

12.

13.

14.

15.

WORKSHEET #60

What to Do After the Interview

1. Inform the person who referred you to the job, regarding the outcome of your interview--it's the courteous and business-like thing to do.

2. WRITE THE PROSPECTIVE EMPLOYER A BRIEF, HANDWRITTEN THANK YOU LETTER. This gives you an opportunity to reiterate your interest in the job.

3. If the job is offered to you, notify the employer of your acceptance as soon as possible. Assure him you will report at the time and place designated.

4. After you accept a job, extend your thanks to those who agreed to act as references for you.

5. If you accept some other job in the meantime, you should immediately notify both the employer to whom you applied and the person who referred you to him.

6. If you did not get the job, think through your first interview and try to discover what you could have done better.

7. Don't be discouraged if you do not get the first job for which you apply. Fortitude is needed in job seeking. Stick to it until you get the kind of job you want.

8. If you hear nothing from the prospective employer within a week after the interview, telephone him. Be sure to identify yourself and mention the previous interview. Let him know that you are interested in knowing if the final decision has been made for that job. By showing such interest you can be selling yourself for that job or the next job opening the employer will have.

   The difference between you getting a job and someone else with the same qualifications is very often the courtesy of you sending a thank you letter to the interviewer. (Sample on next page.)

Remember:

A. Hand write a thank you letter, using your <u>best</u> penmanship.
B. Send it immediately after the interview. If the interview is in the morning, mail the

letter that afternoon.
C. Make it short and to the point.
D. Include your phone number for easy reference.

Courtesy of S. E. Oakland Vocational Center

March 3, 1984

Dear Ms. Smith,

Thank you for taking your time to interview me for the secretarial position with your firm.

I feel I will be a positive addition to your staff. I look forward to hearing from you.

Sincerely,

Joseph Ruth
137 Peace Way
Detroit, Michigan 48000
(313) 981-8797

WORKSHEET #62

Answer the following questions:

1. If you are not hired because of long hair, could this be complained about, under the law? _____

2. If you were not hired because of some disability, even though this would not have stopped you from doing the work, would you have recourse under the law? _____

3. Suppose you were not hired for a job because you were seventy-five years old. Could you complain? _____

4. If you were not hired for a job because you would not wear a suitcoat to work, would you have any recourse under the law? _____

5. If you were not hired because of your race, could you complain? _____

6. Suppose you were not hired for a job because you were a man, could you complain? _____

7. If you were not hired for a job because you were 75 years old, would you have any recourse under the law? _____

8. Suppose you were not hired because you did not have enough formal education. Could you complain? _____

IX. ON THE JOB

Section 1: Unions

Goal: Students will be introduced to the U.S. labor system.

Objectives:
1. Students will learn various terms which describe union movement.
2. Students will distinguish between union and non-union employment.
3. Students will have a basic understanding of the requirements of union representation.
4. Students will have a basic understanding of what can be expected from union representation.

Activities:

1. Discuss the following terms:

a. Union: a union is a group of workers who join together to bargain on wages, working conditions, hours and the security of the worker's job. In order to form a union, thirty percent of the workers of a plant must ask for a vote on whether to have one. Then a majority must vote in favor of the union.

b. Union Shops - after the worker has passed a probationary period, he or she is <u>required</u> to join the union and to pay dues in order to maintain employment in that particular shop. Agency Shop - after the worker has passed a probationary period, he or she <u>may</u> join the union and pay dues; <u>or</u> the worker <u>must pay</u> an amount equal to dues for the services offered by the union. The major difference is that in the Agency Shop, the worker may choose whether to join or not join the union, but is still entitled to services from the union while working at that workplace.

c. Union dues: a member of a union must pay

dues to the union each month. This money is used by the union to work for its members. Some places of employment deduct the union dues directly from the employee's paycheck. This is called a checkoff. The worker must sign a statement authorizing the company to have this done. If the workplace does not take the dues directly from your pay, then you are responsible to pay your own dues.

d. Contracts: the main work of the union is representing the worker in the matters of wages, hours and working conditions. Depending on the specific organization, every one to three years, the workers and the employers must agree on a new contract. The contract is a written document which states the wages, hours, and benefits under which the worker will labor during the time the contract is in effect. It also details what responsibilities the workers will accept during this time period. Both the union and the company must agree and sign the contract. Before the union signs the contract, workers have an opportunity to read the contract and vote on the contract. If a majority of the workers vote affirmatively on the contract, the union then is authorized to sign it.

This entire process is called collective bargaining. The actual negotiations are done by the union through what is called a bargaining committee.

The following are some of the items you will find on most contracts.

1. Wages and hours: workers and employers must agree on how much workers will earn and how many hours they must work. They will also agree on how much overtime pay will be given.

2. Benefits: this term refers not to wages, but to the additional compensation which is given in other forms. It goes directly to the employee. Examples of benefits are: paid vacation, paid breaks,

personal days off with pay, sick days with pay, health insurance, life insurance, etc.

3. Seniority: seniority refers to how long a person has worked for the company. The longer a worker has been with a company the higher the seniority they will have. Workers with high seniority are usually the last people to be laid off a job. Some people hold seniority on only one operation or department of a company. Others may hold seniority throughout the plant. This person can "bump" a person with lower seniority. To "bump" a person means that if there are layoffs, the person with higher seniority can take over the job of a person with lower seniority.

4. Safety and working conditions: the workers and employers must agree on the rules governing the physical plant.

5. Grievance procedures: if workers have problems, there are certain steps which they must following in order to have these problems dealt with. These steps would be written into the contract.

e. Strikes: sometimes the union and the company cannot reach agreement regarding the terms of the contract. If the workers believe that their demands are important and are not being adequately met by the company, they will vote to stop working. This is called going on "strike." During a strike, workers usually form a picket line. They will stand in front of their workplace with signs that say they are on strike. Those who are on strike will try to keep non-union workers and customers away from the company. The purpose of the strike is to try to keep the company from doing business as usual. This will cause the company to lose profits. Thus, the company will be forced to try to get the workers back to work by offering them higher wages or better benefits in the

contract negotiations. During this time, the workers receive no pay because they are not working. Sometimes the larger unions have a "strike fund." Workers receive a small amount of money from the strike and during the strike in order to help them get by. When the workers and employer finally agree and sign a contract, the strike is over, and the workers go back to work. Strikes vary in length. Some last only a few days. Others may last months.

f. Lockout: a lockout is similar to a strike. But in this case, the company refuses to let the employees work in the shop. The company literally locks the workers out. This is done in order to force the workers to come to an agreement. As in a strike, the workers receive no pay during a lockout.

2. Do Worksheet #63.

3. Do Worksheet #64.

4. Discuss in class or in groups the following questions:

   a. Does anyone belong to a union? Which union?

   b. How much are the union dues or fees? Are they deducted or do you pay them yourself?

   c. Do you know how to contact your union representative, if you have a problem?

   d. What are some of the problems which you or your fellow employees have brought to your union representative? Was anything accomplished?

   e. Were you ever on strike? What was it like to be on a picket line? What was it like to strike?

5. Discuss the following terms:

   a. Discrimination: this is the treating of a person differently than another, based on race, religion, national origin, marital status, sex, or any reason that does not have to do without you do your job.

b. Labor: labor means work; but it can also mean the Labor Movement.

c. Layoff: this is a temporary and indefinite among of time when you don't work for a particular company. Usually, the company does not have enough work for all of their employees to perform.

d. Mediation: in mediation, a person, who is not part of either the union or the company, tries to help both sides agree on a contract. Usually the mediator is a representative of the government.

e. Minimum wage: this is the lowest wage that can be paid an employee. It is set by law.

f. Scab: this is a person who takes over the job of a worker who is on strike. (Explanation to instructors: Sometimes, members abandon their fellow workers and continue to work when the majority have voted to strike. Sometimes the scabs are workers who have been imported by the company when a strike is imminent, and may not have been told that a strike is in progress. . . by the way, this is an unfair labor act under the law.)

g. Take home pay: this is the amount of money a worker gets after all taxes, dues, contributions, and other authorized deductions have been subtracted from their paycheck.

h. Unemployment pay: this is money given to persons when they are out of work. In order to qualify for this money, they must meet certain eligibility requirements. This form of insurance is paid by the company.

i. Workers' Compensation Pay: this is money which a worker receives when that worker is hurt on the job and cannot work, or when that worker suffers an illness as a result of working on the job. The company pays for this form of insurance.

6. Do Worksheet #65.

7. Contact the president of a local union. Ask that a representative of the local give a short presentation to the class.

WORKSHEET #63

Match the following.

_____a.	management	1.	how long you have worked
_____b.	grievance	2.	a complaint
_____c.	demands	3.	the employer
_____d.	union dues	4.	an agreement reached through the collective bargaining process which lists the demands of <u>both</u> the company and the union which have been <u>agreed</u> to
_____e.	contract		
_____f.	seniority		
_____g.	labor		
_____h.	strike	5.	union shop
		6.	the worker
		7.	things workers ask for
		8.	refusal to work until agreement is made

WORKSHEET #64

Read the following and answer true or false.

1. _____ Workers join labor unions to improve wages, hours, and working conditions.

2. _____ Workers usually must vote to have a union.

3. _____ In a union shop, you must be a union member.

4. _____ In an agency shop, everyone pays a fee, but may or may not belong to the union.

5. _____ The union tries to solve workers' problems.

6. _____ Union dues are always deducted from a member's paycheck.

7. _____ Workers with high seniority are usually the last to be laid off.

8. _____ Some companies give extra benefits instead of higher salaries.

9. _____ A strike or lockout occurs when workers and employers cannot agree on a contract.

10. _____ Workers stand in a picket line when they vote for a union.

WORKSHEET #65

Directions: Explain the word in the space provided.

1. Mediation _____

_____

2. Layoff _____

_____

3. Unemployment Pay _____

_____

4. Minimum Wage _____

_____

5. Discrimination _____

_____

6. Scab _____

_____

7. Worker's Compensation Pay _____

_____

8. Contract _____

_____

9. Union Shop _____

_____

10. Lockout _____

_____

11. Strike _____

_____

12. Benefits _____

_____

IX. Section 2, Time and Pay

Goal: To familiarize students with pay and schedules.

Objectives:

1. Students will distinguish the different ways in which people earn money on a job.
2. Students will be able to identify each item on a paycheck and pay stub.
3. Students will properly fill out a W-4 form.
4. Students will learn of work schedules, the use of time sheets, and the use of a time clock.

Activities:

1. Explain and discuss the different rates of pay which employees receive at different jobs and various levels of work.

   a. Piece work: some employees who usually work in factories get paid by how much work they produce. Each piece of work they complete is worth a certain amount of money (i.e., the employee will receive .05 cents for every piece of work completed. If he completes 80 pieces of work an hour, he will receive $4.00 for that hour.)

   b. Base rate: most employers receive a set salary no matter how fast or slow they work (i.e., the employee will receive $5.00 per hour each day until his employer believes he is ready for a raise).

   c. Bonus rate: some companies will give out bonus pay, periodically, which is an extra paycheck above the person's regular pay. Usually a bonus is given to a person for doing an extra project at work or to acknowledge a job well done. Many companies will only give out bonuses to their employers at Christmas time and some do not give out bonus pay at all.

   d. Overtime pay: this is given to an employee who works more than his regular scheduled hours. Make sure you understand your workplace's

policy on overtime pay because not all companies will pay employees for overtime.

e. Commission: some places of employment will given their employees a base rate plus commission on everything they sell. Other places of work pay strictly on commission; so it is up to the employee to build his business if he wants to earn a good living (i.e., salespersons, beauticians, etc., work on commission).

f. Raises: employees are awarded raises according to their work performance and according to the company's policy on giving raises. Many places have set raises no matter how competently a worker works. These types of raises are usually given after a certain period of working (i.e., a raise after the person passes a probation period and then a raise on their anniversary date of work each year).

g. Variance in pay by jobs/titles: usually the more complex or difficult the job, the higher the pay. A manager will receive a larger salary than the assistant manager and the assistant will receive more than the workers.

2. Do Worksheet #66.

3. Discuss the various types of taxes people are required by law to pay.

Almost everyone who lives and works in the United States pays some kind of taxes. The money is used by the Federal, State, County, and City governments to pay for highways, schools, parks, and many social services. The following are some of the taxes you may have to pay:

a. Federal and State Income Taxes: when you begin working, you will have to pay a tax on your income. You will pay the Federal and State governments if there is an income tax in your state. If you earn a high salary, you pay a high tax. If your salary is small, you pay little or no tax at all. Your income tax for the previous year must always be paid by April 15. For example, your 1983 taxes must be paid by April 15, 1984.

b. Sales Tax: if there is a sales tax in your

state, you pay a tax every time you buy something that is taxed. For example, in Michigan there is a 4% sales tax on everything except food. In Minnesota, there is a 6% sales tax on everything except food and clothing. A 4% sale tax means that for each dollar you spend, you pay 4 cents extra and that money goes to the state government.

c. Property Taxes: those who own a house or land must pay property taxes. People who have expensive property pay high taxes; if you don't own property, you don,t pay this tax.

d. F.I.C.A. - Social Security: social security is a system whereby people who have reached the age of 65 are given cash payments on a monthly basis. The money is collected by the Federal government from younger people who are working now. If you pay into the system now, you will qualify to receive payments when you retire from work. Most workers in America are required to be a part of the Social Security system. Very few workers are exempt.

At this point, a worker is required to pay 7% of their salary to F.I.C.A. Also, your employer is required to pay an additional 7% of your salary to F.I.C.A.

Each participant in this system is given an identifying number. This Social Security Number is issued on a Social Security Card. (Teacher's note: Pass around the class a social security card for all to see.) The students may apply for a social security number at the local Social Security Office.

4. Do Worksheet #67.

5. Using a sample paycheck and pay stub (or draw one on the blackboard if available), explain each item on the check. A person should always check their pay stub to make sure their pay is correct. (Paychecks will vary from one company to another.)

a. Regular Pay - This is pay for the hours worked. It does not include overtime.

b. Overtime Pay - This pay is for the extra hours a person has worked over their regular scheduled hours.

c. Deductions - this is the total of all money subtracted from your earnings.

d. Pay Period Ending/Period Ending - the last day you are being paid for by this check. Pay periods are not the same at all workplaces. Some workers are paid on the 15th and on the 30th/31st of each month. Some are paid within a certain period of time after the 15th and 30/31st of each month. At some workplaces, workers are paid every other week on the same day and others are paid every week. You should find out how you will be paid before you begin work.

e. Gross Pay or Total Earnings - this is the total amount of pay before deductions are taken out.

f. Net Pay or Take-Home Pay - this is the total amount of pay before deductions are taken out.

g. Federal Withholding Tax - tax taken out of your paycheck by the U.S. Government.

h. State Withholding Tax - tax taken out of your paycheck by the state in which you live and work.

i. F.I.C.A. - money taken out which goes toward social security. Explain social security.

j. City Tax Withholding - tax taken out by the city in which you live and work.

k. Health Insurance - some workers pay a portion of their health insurance plan so it is directly taken out of their pay.

l. Union Dues - money paid to your union.

m. Year-to-Date Totals - the amount of taxes and other deductions which you have paid so far this year.

n. Some places of employment deduct directly out of pay for savings and checking accounts, bonds, loans, and contributions.

6. Do Worksheets #68, #69, #70, and #71.

7. Discuss the purpose of W-4 forms. (Obtain a sample W-4 form for each student.)

All workers must fill out this form so that their employer knows how much Federal and State income tax to withhold from their paycheck. The most important line on this form is line #1. On this line, you write the number of allowances you can claim. An allowance is an exemption from paying a certain amount of taxes. You get allowances for the people you support. The more people you support, the more allowances you get. The more allowances you have, the less money your employer will deduct from your paycheck and the less money you pay to the government for taxes.

Allowances:

1. You get one allowance for yourself.
2. You get one allowance if you are over 65.
3. You get one allowance if you are blind.
4. You get one allowance for your spouse if he/she doesn't work.
5. You get one allowance if your spouse is over 65 and doesn't work.
6. You get one allowance for your spouse if he/she is over 65 and blind.
7. You get one allowance for each child if your support is 50% or more.
8. You get one allowance for each parent if your support is 50% or more.
9. You get one extra allowance if the parent You support is blind or over 65.
10. You get one allowance for each brother or sister if your support is 50% or more.

Exempt:

Sometimes people are exempt from withholding. This means that the government cannot take any money out of their paycheck because they do not make enough money to pay taxes. You can write exempt on your W-4 if you did not owe any taxes last year and you do not expect to owe any taxes this year.

8. Do Worksheets #72 and #73. They are practice is filling out W-4 forms.

9. Discuss W-2 forms. By January 31 of any given year, your employer is required, by law, to report to you the total amount of money you have earned the previous year and the total amount of taxes

which were withheld from your earnings. This information is sent to you on what is called a W-2 form. You are sent four copies of this form. A copy must be sent with your income tax to each governmental agency. One copy is for you on records.

10. Draw the following W-2 form on the board and ask students to answer the questions.

Copy A for Internal Revenue Service Center		Wage and Tax Statement 1983	
J. L. Hudson Company 4000 Vernier Road Harper Woods, MI 48205	318020598	Type or print employer's name, address, zip code, and Federal (State) identifying number	
Employee's Social Security Number 380-20-5960	1 Federal income tax withheld 1,021.33	2 Wages, tips and other compensation 10,664.00	3 FICA employee tax withheld 697.28	4 Total FICA wages 10,664.00
Type or print employee's name, address, and zip code below (name must aline with arrow)		5 Was employee covered by a qualified pension plan	6	7
Name Kim Hunter 2850 Woodland Harper Woods, MI 48205		8 State tax withheld 322.34	9 State wages 10,664.00	10 State MI
		11 City or .00	12 City .00	13 City
FORM W-2 Approved I.R.S. Department of Treasury Internal Revenue Service				

a. How much were Kim's wages in 1983?

b. How much Federal tax was withheld?

c. How much State tax was withheld?

d. How much social security was withheld?

e. What is Kim's social security number?

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f. How much City tax was withheld?

g. How much total tax was withheld?

h. Where is Copy A sent?

i. What is the form called?

j. What is the employer's identification number?

11. Do Worksheet #74.

12. Discuss the 1040 EZ Tax Form. Each year, every citizen is required by the Federal government to report their income an the amount of taxes which they are to pay. This is done on a tax form. For those who have no dependents, the 1040 EZ Tax Form is all they need to fill out and send in.

13. Do Worksheet #75.

14. Discuss work schedules and how they should be followed.

There are two types of work schedules.

a. Some work schedules tell the workers what days and what hours or shift they have to work.

b. Other work schedules not only tell workers when they have to work but also what they have to do on certain days.

Draw the following work schedule on the blackboard and have students answer the questions.

KITCHEN AIDES

Work Schedule for March 25 - March 31, 1984

	DAY SHIFT 8 a.m.-4 p.m.	AFTERNOON 4 p.m.-12 midnight	MIDNIGHT 12 midnight-8 a.m.
Sunday	Tammy	Doris	Candy
Monday	Doris	Tom	Ann
Tuesday	Tom	Doris	Ann
Wednesday	Doris	Tom	Ann
Thursday	Tom	Doris	Ann
Friday	Doris	Tom	Ann
Saturday	Tammy	Ellen	Candy

1. What week is this work schedule for?

2. Who works the same shift every day?

3. Who works weekends only?

4. Who works only on Saturday?

5. When does Doris work the day shift?

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6. Who works overtime this schedule?

7. Does any worker work two shifts in a row?

8. What time is the midnight shift?

9. What shift does Tom work on Thursday?

10. What shift does Tammy work?

15. Do Worksheets #76, #77, and #78.

16. In small groups discuss your workplace's type of work schedule and answer the following questions.

    a. Does your work schedule change? How often does it change?

    b. When is your work schedule posted?

    c. How many weeks is your schedule posted for?

    d. Where is your work schedule posted?

    e. What information will you find on your work schedule?

    f. How do you find it best to read and follow your work schedule?

    g. If there is a change in your schedule, when would you be notified?

17. Discuss the purpose of time clocks which are used by many factories and companies to count the hours an employee works. Every pay period, an employee gets a time card with his name on it. Each day when he arrives at work, he will put his card in the timeclock and the clock prints the exact time on the card. At the end of his shift, he will put his card in the time clock again, and his finishing time will be printed on the card. The employer will use the amount of hours on the time card to pay the employee. The employer will also be able to determine if a person has worked overtime or if the worker has been arriving on time and staying his/her entire shift.
In workplaces where there are no time clocks, you will usually find time sheets. It is important for employees to fill in time sheets so their employers will know when and how long thy have

worked. Some employers will fill out time sheets for the employees and keep track of their hours and changes in work schedule. If you are responsible for keeping your own hours, be sure to turn in you time sheet when it is due. Keep track every day of your hours so you don't forget any hours you have worked.

18. Discuss the following. Many companies, as part of the benefits package paid to their employees, offer paid medical insurance policies. The concept of insurance is relatively simple. A group of people agree to share each other's medical bills and expenses. If such a group is composed of a large number of people, the average cost for each person is relatively low. The system is effective because not everyone is sick every year. Those who are well help to pay the bills of those who are sick. In turn, when you are extremely ill, you will not have to pay for the entire bill. Insurance, or the rest of the group, will pay for most of the bill.

A premium is the amount of money which the company pays to allow you to be a member of the group. (Sometimes, a premium is paid by an individual, if the individual, and not the company, buys the insurance.)

Discuss employer paid and employer/employee paid packages of medical/dental benefits packages.

Teacher,s note: the above discussion should include the following.

a. Most insurance companies require a typical annual deductible of $100.00 for one person or $200.00 per family prior to paying for covered medical/dental benefits.

b. Most typical insurance benefits pay 80% of covered medical/dental bills while the employee/patient pays 20% of covered medical/dental bills.

c. Many combinations of coverage exist. Typical coverage may include any combination of the following coverages: major/medical, dental, optical, psychiatric, dependent coverage.

d. In most cases, full time employment is necessary to obtain any level of employer or employer/employee paid medical/dental benefit packages.

e. Although the above information pertains to "typical benefit packages," variations to exist.

f. Deductible is the amount of money that a person must pay each year before the insurance company begins to pay medical/dental benefits.

g. Coverage is what medical/dental bills the insurance company pays for.

WORKSHEET #66

Match the following:

_____	1.	paid by each piece of work completed	a. commission
_____	2.	paid by a set salary which only changes by receiving a raise	b. raise
_____	3.	an extra paycheck above regular pay for working regular hours	c. overtime pay
_____	4.	pay given to employee who works more hours than his regular schedule	d. variance in pay by jobs worked
_____	5.	earning a percentage of money from items sold	e. base rate
_____	6.	increase in pay	f. bonus rate
_____	7.	different job titles will receive different salaries	g. piece work

WORKSHEET #67

Read the statement and answer True or False.

_____ 1. Everyone pays the same amount of income tax.

_____ 2. The more money you make, the less taxes you are required to pay.

_____ 3. You must pay your income tax by April 15th, or you will be fined.

_____ 4. Taxes pay for highways.

_____ 5. There is sales tax in your state.

_____ 6. If you rent a house, you must pay property tax.

_____ 7. Taxes don't pay for schools.

_____ 8. Every state has the same taxable items.

_____ 9. If your property is expensive, so are your tax payments.

_____ 10. If your salary is small, sometimes you do not have to pay taxes.

WORKSHEET #68

NAME: JENNY BLAIR

Regular Hours	Overtime Hours	Regular Pay	Overtime Pay	Gross Pay	Period Ending
		400.00		400.00	3/31/84

Deductions This Pay Period

Fed. With Tax	F.I.C.A.	State With Tax	Insurance	Union Dues
40.00	32.12	22.04		

Pay this Period		Year-to-Date Totals					
Gross Pay	Net Pay	Gross Pay	Fed. Tax	F.I.C.A.	State Tax	Ins.	Union Dues
400.00	305.51	3200.00	320.64	256.96	176.32		

Answer the questions using the information given in the pay stub.

1. What is the last day of the pay period for this check?
2. Did Jenny work overtime this pay period?
3. How much was deducted for social security this month?
4. How much Federal Tax did she pay this month?
5. Is Jenny in a union?
6. What was Jenny's take-home pay this pay period?
7. Does Jenny have health insurance deducted from her pay?
8. How much has Jenny made so far this year?
9. How much does she earn each paycheck?

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WORKSHEET #69

Answer the questions below, using the information found on the pay stub.

PAY PERIOD ENDING MO DAY YR	EMPLOYEE NUMBER	DEPT.	SEC.	HOURS WORKED	OVER-TIME	BASE PAY	OVER-TIME PAY
04 15 84	2018	12	C	52.5	6.0	188.64	21.00

GROSS EARNINGS	FED. WITH. TAX	STATE TAX	FICA	OTHER TAX	UNION DUES	CONTRI-BUTION	NET PAY
WEEK 209.06	35.15	9.17	11.00	0.0	9.00	1.25	143.46
YEAR 1898.37	334.63	87.41	172.29	0.0	45.00	1.25	1485.97

1. How many regular hours did this person work?_____
2. What was his regular pay?_____
3. What was his gross pay?_____
4. What was his overtime pay?_____
5. How much has he paid in Federal and State taxes totally so far?_____
6. How much has he paid in Social Security this year?_____
7. How much did he earn this pay before taxes were taken out?_____
8. How much was deducted for insurance?_____
9. What was his take-home pay this paycheck?_____
10. What was the last day of the pay period?_____

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WORKSHEET #70

Example Paycheck

Your Company, Inc.
123 Main Street
Metropolis, U.S.A. 45678

_____ 19__ 000

Pay to
the order of _____

_____ $_____

First Bank of Metropolis
456 Elm Street
Metropolis, U.S.A. 45678

_____dollars

memo_____ _____

Example Paycheck Stub

Your Company, Inc.
Metropolis, U.S.A. 45678

Date	Description	Amount	Distributions	
			Acct. No.	Amount
Jan. 4, 1984	Payroll			

Employee: John Smith

EARNINGS						DEDUCTIONS				
period ending	hours	rate	amount earned regular	overtime	total earnings	SS tax	with-holding U.S.	state inc. tax	net pay
1/1/84	40	3.25	134.00	0	134.00	8.98	14.30	8.17	102.55

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1. What is the employee's name? _____
2. How much did the employee make in gross pay?_____
3. What date did the pay period end?_____
4. On what date did the employee get paid?_____
5. How many hours did the employee work?_____
6. At what rate per hour is the employee paid?_____
7. How much social security tax was withheld?_____
8. How much federal tax was withheld?_____
9. How much state income tax was withheld?_____

WORKSHEET #71

In order to find out mistakes on your paycheck, you need to know how to determine if your paycheck is correct.

Complete the following worksheet and then discuss answers in class.

Study these formulas to help do worksheet problems:

regular pay = regular hours x regular hourly pay
overtime pay = overtime hours x overtime hourly pay
gross pay = regular pay + overtime pay
take-home pay = gross pay - deductions

1. Jerry worked 30 hours this week. He is paid $5.00 an hour. The following deductions were made on his check:

Federal Tax	$18.50
State Tax	$12.00
FICA	$ 9.00

a. What was Jerry's gross pay? _____

b. What were his total deductions? _____

c. What was his take-home pay? _____

2. Jill worked 40 hours this week at $10.00 an hour. She worked 5 hours overtime at $15.00 an hour. The following deductions were made on her check.

Federal Tax	47.50
State Tax	29.00
FICA	22.40
Insurance	12.00

a. What is Jill's regular pay? _____

b. What is Jill's overtime pay? _____

c. What is Jill's gross pay? _____

d. What are Jill's total deductions? _____

e. What is Jill's take-home pay? _____

3. Sam worked 10 hours this week at $4.00 an hour. The following deductions were made from his check.

Federal Tax	2.30
State Tax	1.20
FICA	1.12

a. What was Sam's gross pay?

b. What were his total deductions?

c. What was his take-home pay?

4. Patty worked 40 hours this week at $8.00 an hour. She worked 8 hours overtime at $12.00 an hour. The following deductions were made on her check.

Federal Tax	43.00
State Tax	27.00
FICA	21.10
Union Dues	9.50

a. What is Patty's regular pay? _____

b. What is Patty's overtime pay? _____

c. What is Patty's gross pay? _____

d. What are total deductions? _____

e. What is her take-home pay? _____

WORKSHEET #72

Read about the following people and figure out how many allowances they can write on their W-4 forms.

1. Lynn is a salesclerk. She is married with no children. She is 27 years old. Her husband also works and has claimed one allowance on his W-4 form. How many allowances should Lynn claim?

Lynn's allowance	_____
Spouse	_____
Children	_____
Parents	_____
Brothers/Sisters	_____
TOTAL	_____

2. Ken is a school teacher. He is married and has 5 children. All of his children live at home and he also supports his 66 year-old mother. Ken's wife does not work. How many allowances should he get?

Ken's allowance	_____
Spouse	_____
Children	_____
Parents	_____
Brother/Sister	_____
TOTAL	_____

3. Cathy is a nurse. She is 50 years old and married. her husband is 60 years old and he does not work. They have seven children, but they only support four of them. How many allowances should Cathy claim?

Cathy's allowance	_____
Spouse	_____
Children	_____
Parents	_____
Brother/Sister	_____
TOTAL	_____

4. Dave and Mike work for the same company. They are both mechanics, they make the same hourly wage. During the first pay period, they both worked the same number of hours, but Dave's take-home pay was $48. less than Mike's. There was no mistake on the checks. Can you explain why these checks were different.

   Hint: Dave is married and has 3 children. Mike is single and lives alone.

a. Who has the most allowances on his W-4 form? _____

b. Who will have the most money deducted form their gross pay? _____

c. How many allowances does Dave have? _____

d. How many allowances does Mike have? _____

WORKSHEET #73

Practice filling out W-4 forms.

1. Print name, address and social security number.

2. Check married or single. If you are separated or divorced check single.

3. If you are not exempt, write the number of allowances you get at the end of line 1.

4. Skip line 2.

5. If you are exempt, write exempt in the box after the black arrow. Check boxes 3a and 3b.

   If you are exempt, check if you are a full-time student. ___ yes ___ no

6. Sign your name and write the date.

Practice filling out W-4 forms for the following situations.

a. Jane Lowe 242 Lincoln Street
   Alto Palo, CA 90026
   #559-80-2219

   Jane is a cashier. She is 28 and single.

INSERT W-4 FORM HERE

b. Don Jones 4828 Haverhill
Detroit, MI 48224
#384-28-6620

Don is a mechanic. Don is 40 years old and married. He has three children and his 35 year old wife does not work.

Form **W-4** (Rev. January 1984)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

OMB No. 1545-0010

1 Type or print your full name

2 Your social security number

Home address (number and street or rural route)

City or town, State, and ZIP code

3 Marital Status ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box

4 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . . . .

5 Additional amount, if any, you want deducted from each pay . . . . . $

6 I claim exemption from withholding because (see instructions and check boxes below that apply)

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here . . . ▶ Year

c If you entered "EXEMPT" on line 6b, are you a full-time student? ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ 19

7 Employer's name and address (Employer: Complete 7, 8, and 9 only if sending to IRS)

8 Office code

9 Employer identification number

c. Ken Bell 305 Cliffton Drive
Crestline, OH 48110
#480-30-0021

Ken is a lawyer. He is 45 and married. His wife is 38 and works. She has claimed one allowance on her W-4 form.

Form **W-4** (Rev. January 1984)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

OMB No. 1545-0010

1 Type or print your full name

2 Your social security number

Home address (number and street or rural route)

City or town, State, and ZIP code

3 Marital Status ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box.

4 Total number of allowances you are claiming (from line F of the worksheet on page 2)

5 Additional amount, if any, you want deducted from each pay $

6 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here ▶ Year

c If you entered "EXEMPT" on line 6b, are you a full-time student? ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

7 Employer's name and address (Employer: Complete 7, 8, and 9 only if sending to IRS)

8 Office code

9 Employer identification number

d. John Spitz 280 Washington Street
Detroit, MI 48203
#380-24-8881

John is a plumber. He is 53 and married. His wife is 48 and does not work. John's 68 year old father lives with him and does not work.

Form **W-4** (Rev. January 1984)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

OMB No. 1545-0010

1 Type or print your full name

2 Your social security number

Home address (number and street or rural route)

City or town, State, and ZIP code

3 Marital Status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box

4 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . . .

5 Additional amount, if any, you want deducted from each pay . . . . . $

6 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here . . . ▶ Year

c If you entered "EXEMPT" on line 6b, are you a full-time student? ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

7 Employer's name and address (Employer: Complete 7, 8, and 9 only if sending to IRS)

8 Office code

9 Employer identification number

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WORKSHEET #74

Using the following W-2 form, answer the questions.

WAGE AND TAX STATEMENT 19__

608424315

Mr. C's Party Store
12030 Morang
Detroit, MI 48224

TYPE OR PRINT EMPLOYER'S NAME, ADDRESS, ZIP CODE, AND FEDERAL (STATE) IDENTIFYING NO.

COPY A FOR INTERNAL REVENUE SERVICE CENTER

EMPLOYEE'S SOCIAL SECURITY NUMBER	1 FEDERAL INCOME TAX WITHHELD	2 WAGES, TIPS AND OTHER COMPENSATION	3 FICA EMPLOYEE TAX WITHHELD	4 TOTAL FICA WAGES
388-47-6820	827.40	8246.70	578.66	8246.70

TYPE OR PRINT EMPLOYEE'S NAME, ADDRESS AND ZIP CODE BELOW (NAME MUST ALINE WITH ARROW)	5 WAS EMPLOYEE COVERED BY A QUALIFIED PENSION PLAN	6	7
NAME: James C. Preston 11812 Laing Detroit, MI 48224	8 STATE TAX WITHHELD 380.17	9 STATE 8246.70	10 STATE MI
	11 CITY OR LOCAL TAX 212.85	12 CITY	13 CITY DETROIT

FORM W-2
APPROVED I.R.S. DEPARTMENT OF TREASURY - INTERNAL REVENUE SERVICE

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a. How much were James' wages in 1983? _____

b. How much federal tax was withheld? _____

c. How much state tax was withheld? _____

d. How much city tax was withheld? _____

e. How much social security was withheld? _____

f. What is James' social security number? _____

g. How much total tax was withheld? _____

h. Where does James live? _____

i. What is this form called? _____

j. Where is copy A sent? _____

k. What is the employer's identification number? _____

l. Where does James work? _____

WORKSHEET #75

Using the W-2 form from Worksheet #74, complete the following:

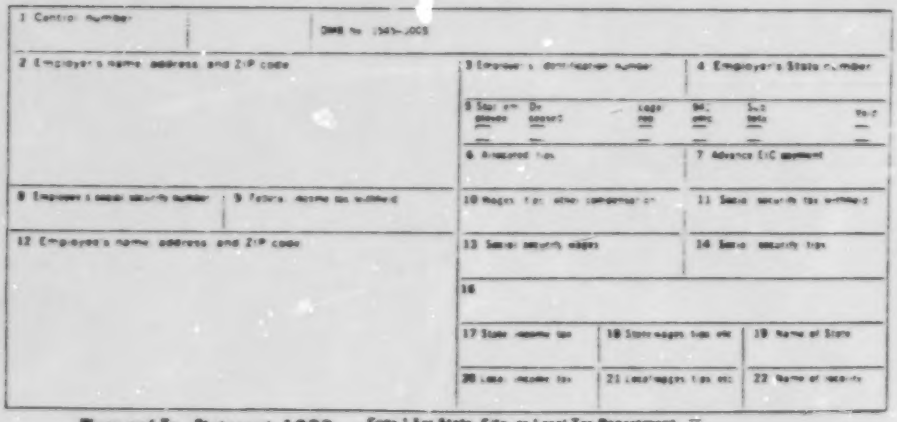
EZ 1040 for James Preston.

On lines 2 and 4, you can put $00.00 because James has no interest income and has not contributed any money this year.

Look at the tax table below and determine if James will need to pay more tax or if he should get a refund.

1983 Tax Table

If line 37 (taxable income) is - at least	but less than	And you are - single	married filing jointly	married filing separately	head of household
		your tax is -			
8,000					
8,000	8,050	795	568	928	733
8,050	8,100	802	575	937	740
8,100	8,150	810	583	947	748
8,150	8,200	817	590	956	755
8,200	8,250	825	598	966	763
8,250	8,300	832	605	975	770
8,300	8,350	840	613	985	778


1 Control number
2 Employer's name, address, and ZIP code
3 Employer's identification number
4 Employer's State number
6 Allocated tips
7 Advance EIC payment
8 Employee's social security number
9 Federal income tax withheld
10 Wages, tips, other compensation
11 Social security tax withheld
12 Employee's name, address, and ZIP code
13 Social security wages
14 Social security tips
16
17 State income tax
18 State wages, tips, etc.
19 Name of State
20 Local income tax
21 Local wages, tips, etc.
22 Name of locality

Wage and Tax Statement 1983

Copy 1 For State, City, or Local Tax Department —
Employee's 2nd employer's copy compared —

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WORKSHEET #76

Study the following work schedule and then answer the questions.

JANITOR'S WORK SCHEDULE FOR
APRIL 1 - APRIL 7, 1984

SHIFT: 8 am - 4 pm

NAME	M	T	W	TH	F
Dave Bing	Wax floor 1st floor	Wax floor 1st floor	Wax floor 2nd floor	Wax floor 2nd floor	Wax floor lobby
Ann Day	Vacuum offices 101-105	General cleaning 101-105	General cleaning 101-105	Windows 101-105	Windows 101-105
Roger Moore	Clean floors 2nd floor	Clean floors 2nd floor	Clean floors lobby	Clean floors 3rd floor	Clean floors 3rd floor
Mary Lee	Vacuum offices 201-205	General cleaning 201-205	General cleaning 201-205	Windows 201-205	Windows 201-205

1. What week is the work schedule for? _____
2. What shift do these workers have? _____
3. Do they work on Saturday and Sunday? _____
4. Do the workers do the same work everyday? _____
5. What does Dave Bing have to do on Friday of this week? _____
6. How many days does Ann have to clean windows? _____
7. When does Mary do general cleaning? _____
   Where? _____
8. What does Roger do on Wednesday? _____
9. What does Mary do on Monday? _____

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WORKSHEET #77

Study the following time sheet and answer the questions.

EMPLOYEE SIGNATURE

Sally's Florist (company)

TIME SHEET

Jake Face (Employee's Name) 3-31-84 (Pay Period Ending)

	am in	lunch out	lunch in	pm out	total daily hours
Sunday					
Monday	7:00	12:00	1:00	4:00	8
Tuesday	7:00	12:00	1:00	4:00	8
Wednesday	7:00	12:00	1:00	4:00	8
Thursday	7:00	11:00	11:30	1:00	5.5
Friday	7:00	12:00	1:00	4:00	8
Saturday	--	--	--	--	-- total hours 37.5

1. When is Jake's lunch break when he works a full day? _____
2. How long is his lunch break? _____
3. What time does Jake begin work? _____
4. What time does Jake end his day? _____
5. What day did Jake only work half a day? _____
6. What were his total hours for the week? _____
7. Who signs the time sheet and why? _____
8. Why did Jake only have a 1/2 hour lunch on Thursday? _____
9. Why was Jake's lunch earlier on Thursday? _____
10. When did this pay period begin? _____

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WORKSHEET #78

Read about the following people and then fill in their time sheets.

1. Margaret is an x-ray technician. Monday, Wednesday, and Friday she worked 8 a.m. to 5 p.m. She took her lunch from 12 p.m. to 1 p.m. On Tuesday and Thursday, she worked from 3 p.m. to 12 p.m. and took her dinner from 6 p.m. to 7 p.m. Fill in Margaret's time sheet for the week of April 1 to April 7.

TIME SHEET

EMPLOYEE

PAY PERIOD ENDING

	IN	OUT	IN	OUT	TOTAL DAILY HOURS
SUNDAY					
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					

EMPLOYEE SIGNATURE

TOTAL HOURS

2. This is Melissa's time sheet for the first two weeks of the month. She works from 9:00 a.m. to 6:00 p.m. on Tuesday, Friday, and Saturday. Her lunch is from 1:00 to 2:00 p.m. On Wednesday and Thursday, she works from 9:00 to 1:00 p.m. She was sick on the first Friday of the month. Write in the first two weeks of this month and complete Melissa's time sheet.

TIME SHEET

EMPLOYEE'S NAME _____ PAY PERIOD ENDING _____

DATE	A.M. IN	LUNCH OUT	LUNCH IN	P.M. OUT	TOTAL DAILY HOURS

TOTAL HOURS _____

EMPLOYEE'S SIGNATURE _____

IX. Section 3, Job Success

Goal: To familiarize students with factors which affect job security and advancement.

Objectives:

1. Students will identify 12 different behaviors which enhance relationships with supervisors and co-workers.
2. Students will identify common difficulties which people encounter with supervisors.
3. Students will identify reasons for which employees are commonly fired.
4. Students will learn to ask for help when instructions are not understood on the job.
5. Students will identify the uses of 16 different tools and appliances.
6. Students will lean one way of quitting a job.

Activities:

1. Being able to hold onto a job requires some skills that are different than those needed to find a job. An employer wants a person who is contributing to the company, rather than taking away from the company. It is important to perform in a way that shows your boss that you are a good worker, and can get along with people. Discuss behaviors and skills which help us to hold onto a job. Distribute Worksheet #79.

2. Do Worksheet #80. It lists a number of situations. Ask students to respond. Discuss appropriate responses.

3. Do Worksheet #81.

4. Discuss the difficulties which occur in the following situations:

   a. Foreman versus worker: the foreman is twenty years younger than the worker.

   b. Manager versus employees: the manager is just out of college and hired for the job that most

of the employees could do.

c. Woman versus man: a woman is hired to manage men in a construction job setting.

d. Youth versus senior citizen: an elderly person is laid off from his job so a younger person could be hired.

e. Man versus woman: a man is hired to teach women about raising children and homemaking.

f. Black versus white: a black person is hired to manage all white employees. One of the employee's was qualified to do the position which the black person was hired to do.

g. White versus black: a white person is hired to manage all black employees. One of the employee's was qualified for the position which the white person was hired to do.

5. The following area a list of <u>some</u> of the appropriate expectations an employer can place on an employee.

a. To be on time for work.

b. To work your entire scheduled shift.

c. Not to be absent frequently.

d. Not to engage in substance use/abuse while working or when the affects will effect work performance.

e. To perform work tasks as assigned with as little supervision as possible.

f. Possibly to fill in while other workers take breaks or lunches.

The following is a list of <u>some</u> of the things an employee can expect from an employer:

a. To be paid at least minimum wage.

b. To receive two -15-minute breaks paid and one 1/2 hour unpaid lunch/dinner when working an 8 1/2 hour day.

c. To never be expected to work without being compensated in either time or money.

d. To be given as much notice as possible when extra work days or overtime are expected.

e. To have your job thoroughly explained to you.

f. To be evaluated based on your work performance and record and not your personality.

g. To pay for treatment of job related injuries.

h. To observe your personal religious holidays.

The employee should remember that if an emergency arises while at work that would take you away from the job, the supervisor should be notified immediately. The supervisor should also be notified if the worker will be late or absent. No exceptions!

6. Discuss the following.

a. The employee should be reminded that no employer expects an employee to work when he/she is legitimately ill. However, continued illness that results in excessive absence from work will leave an employer in a situation where his work is not being completed. No employer will tolerate excessive absenteeism. Most employers will extend the above to individuals who have children who are ill. Again, if this is abused, the employer may be forced to hire an individual whose attendance is more predictable.

b. The employee should remember that all people make mistakes. Never try to cover a mistake so that the boss does not find out about it. Always report accidents and mistakes to the supervisor.

c. It has been said of jobs where the employee is in contact with people that "the customer is always right." This means that the employee should never argue with a customer. If there is any way to do so, give the customer what they want. An employer/employee relationship is the same. Simply by being the boss, the employer has the right to insist that his way of doing things be the way things are

ultimately done.

d. You are not required under the terms of any employment to engage in any activity at your employer's request that is immoral, unethical, or illegal. Sexual harassment or an employer expecting sex in any form in return for raises, promotions, or any job related favors is strictly against the law.

e. Above all, remember that no job is perfect. Everyone, including the boss, has part of the job that he/she least likes or enjoys.

7. Discuss reasons why people lose jobs:

careless
unwilling to follow rules
lazy
absent or late without cause
make trouble with supervisors or co-workers
too much attention to outside interests
lacks initiative
too little or too much ambition
disloyal
irresponsible
lack of adaptability
poor quality work

8. Discuss the importance of understanding directions. when a person does not understand something, he/she should ask for the instructions to be repeated. It is important when learning, to clarify with your instructor to make sure you really do understand. Do not say "Yes, I understand" if you are in doubt, because you feel inadequate and should understand."

Do some roleplay situations on having instructions repeated.

9. Do Worksheet #82.

10. Discuss various types of tools and machinery commonly used at work and at home.

a. Hammer - used to pound in nails or pull nails out of something. Generally speaking, a hammer is used to knock or pound something.

b. Screw driver - used to screw in screws in screws or take them out. It can also be used as a levy or pry to loosen or separate one

object from another (i.e., a wall switch has two screws which hold it to the wall).

c. Wrench - of predetermined size or adjustable; used to fasten or loosen nuts from bolts.

d. Paint roller - used to roll paint onto the wall.

e. Axe - bladed tool primarily used to chop wood.

f. Pliers - a universal tool which serves many purposes.

g. Nails - usually used to fasten one object, such as a piece of wood, to another. Also, used to hold pictures on the wall.

h. Bolts - metal attachments which screw onto screws.

i. Screws - often serve the same purpose as nails, except they are turned clockwise to fasten instead of pounded like nails. The heads of screws can be of two types: standard, which has one slit or philip head, which had two slits.

j. Drill - electric or hand tool used primarily to create holes.

k. Saw - used to cut material.

l. Law mower - used to cut the lawn.

m. Hedge cutters - used to trim bushes.

n. Rake - used to rake leaves when the leaves fall from trees.

o. Broom - used to sweep dirt or particles from the floor.

p. Vacuum - used to clean dust and particles from carpets.

q. Dust pan - used to collect dirt particles off the floor by which the broom sweeps into.

11. Do Worksheet #83.

12. Discuss how to terminate a job. Students need to be aware that when quitting a job, they must not simply fail to show up for work. Future employers want to know of your past work history and will check your references to see what kind of worker you are. Leaving your job properly will help your employer make the transition easier and may ensure that you get a good recommendation.

    Rules for leaving a job:

    a. Never quit by not showing up for work. Give your employer two weeks notice. Professionals usually give four weeks notice of their leaving.

    b. Never leave a job unless you are sure that you have another job. Otherwise, you may be unemployed for an extended period of time.

    c. First, tell your employer that you are quitting. Then give him or her a short letter stating when you are leaving and a brief reason <u>why</u>. Be positive about why you are leaving.

    d. Never "burn your bridges" behind you. Leave your job with good feelings between you and your employer. You may want a recommendation from your former employer.

13. Hand out Worksheet #84.

WORKSHEET #79

Hints On Holding Your Job

1. Look right for the job. Different jobs require different dress. The rule here is clothes that are simple, clean, and neat. (That goes for hairdos and haircuts, makeup and fingernails, shoes and shaves too!)

2. Be on time. People who come in late, take long lunch hours, or leave early are cheating the boss of time he/she is paying for. Don't think he/she won't notice. He/she will remember when you ask for a raise.

3. If you can't come to work, call the boss and tell him. No business can operate without workers. Your boss needs to know if you can't be there so that he can get somebody else to do your work that day.

4. Do the work that has to be done. Every job has parts of it that are no fun. Some secretaries hate to file. Some mechanics hate to clean up and put away tools. But your work isn't finished until every part of it is done.

5. Do not make personal phone calls at work. Business hours are for business.

6. Never be rude to people. You will notice that the nicest people you work with re the ones who are always ready to help. Be like them.

7. Do what you are asked to to. Your boss may ask you to do something that is not the work you think you were hired to do. It happens to everybody. Don't argue about it. Just do it as well as you can. You might learn something new.

8. Get to be good at your job. Do not be sloppy. Learn to do it fast and well. When your employer needs someone for a better job, he/she will probably consider one of his/her workers for it. If you have done your job well, you may get promoted.

9. Be able to take instruction. Don't think you know more than your boss. Remember, he's been on the job a lot longer than you. So if his instructions seem strange to you, don't say, "That's not the way

we learned it in school." Do it his way.

10. Be able to take criticism. Don't think your boss is picking on you if he/she tells you you're doing something wrong. He/she wants you to succeed on your job.

11. Do not lie to your employer. He will learn that you are not to be trusted. Your reputation as a trustworthy individual is an important asset. Likewise, do not steal from the job.

12. Do not be a practical joker on the job. It is okay to have a sense of humor, but leave the playing of jokes and tricks at home. Coworkers and supervisors expect you to take your job seriously.

WORKSHEET #80

Read each situation and problem-solve a better way to handle the situations. (This can also be done in groups.)

1. Jack was cutting the lawn at his neighborhood job. His girlfriend stopped by to talk to him; so he stopped working. What could Jack have done instead of just stopping his work.

2. Grace was not feeling well so she decided to go home. Her boss was not in at this time, so Grace simply left her a note. She had a few important tasks left to complete, but thought that they could wait until tomorrow. Grace was out of work for an entire week. What should Grace have done?

3. Sandy had just finished work for the day and was running out the door. The boss stopped her at the door and asked if she could file some folders. The boss explained it would not take longer than five minutes. Sandy said, "Are you kidding?" She walked out the door. How else could Sandy have handled this situation?

4. Theresa didn't know how to use the new computer. But her boss wants her to use it. What should she say or do?

5. Tom's car would not start in the morning. He knew he would be late for work by more than one hour. He figured it would be okay if he showed up one hour late. What would have been a better approach?

6. Jill did not do a good job with her report and she knew it. When given criticism by her supervisor, she became angry and defensive. How would you have handled this situation?

7. Kim and Ellen do not get along. They are constantly arguing over who does more work. How can a supervisor deal with their situation?

8. Jan's boss said to her: "You've been forgetting to thank the customers." She answered: "Some of them don't deserve to be thanked." What is a better response to Jan's boss?

9. Tom's boss wants him to work on a weekend. But he planned to visit his parents who lived in another city. What is the best answer which he can give?

10. John works putting together radios. He is usually very polite, but sometimes when his supervisor corrects him, he is rude. Why do you think John is rude at times?

11. Ann works at a clothing store. She is an excellent worker and does well with her sales. Even though she is a very good worker, her supervisor may have to lay her off. Why?

12. Jim works at the bank. He is just learning how to use the computer, but is not supposed to use it without supervision. Jim's supervisor is on break when Jim decides he wants to run the computer. When his supervisor returns, he gets angry at Jim. Jim does not understand why his supervisor is angry.

13. Peter does not wear his safety glasses when running his machine and gets dust in his eyes. He said he was never told to wear glasses by his trainer (another employee). The supervisor gets very angry at both workers.

WORKSHEET #81

Break into groups of two. One student plays the boss by making one of the statements below to the other student. The second student responds. Continue the discussion until the boss ends it.

1. "Your are not producing enough."

2. "You've been late for work too many times."

3. "Other workers say you don't get along with them."

4. "Every time you make a mistake, you cost the company a lot of money."

5. "How many times do I have to tell you to do it the right way, which is my way?"

6. "You are working too slowly."

7. "You don't seem very happy about working here."

WORKSHEET #82

Read each situation and choose the answer you think is correct.

1. Julie does housecleaning for a neighbor. She knows what detergent to use to clean the floors, but she is not sure how much to use. What should she do?

   a. clean without detergent to play it safe
   b. guess how much detergent to use
   c. ask her neighbor she is cleaning for how much detergent she should use

2. Chris just began a new job at a meat market. A customer has ordered a pound of lunch meat sliced thin. Chris does not remember how to adjust the meat slicer on the machine. What should he do?

   a. ask his supervisor before he goes ahead and slices the meat
   b. slice the meat as best as he can
   c. tell the woman the machine is not working correctly

3. Debbie works at a florist. She can't remember which plants she is supposed to water. What should she do?

   a. water all of them to be sure the ones which are supposed to be watered get done
   b. don't water any of them
   c. ask her supervisor which ones she should water

4. Pat is taking a sewing class. She thinks the material should be three feet but does not know for sure. What should she do?

   a. ask her teacher before cutting the material
   b. cut three feet of material
   c. guess at the length

WORKSHEET #83

In each situation, tell what type of tool or tools should be used.

a. Jim wants to hang a picture on the wall.

b. Tim is cutting wood to make a fire.

c. John wants to use an old 2 x 4 to make something, but the board has nails sticking out of it.

d. Cathy needs to take the bottom part of her typewriter off to push a reset button, but she can't take it off because the screws are on too tight.

e. Ken needs to trim his front yard bushes.

f. Steve needs to put two holes in the wall to hang a picture.

g. Patty wants to take the old switch plate off the wall and put a new one up.

h. Dan wants to get all of the leaves off his lawn.

i. Peter is chopping trees to use the wood for a log cabin.

j. Susan spilled dirt on the carpet in the living room of her home.

k. Debbie broke a glass on the kitchen floor.

WORKSHEET #84

What to Say When Quitting a Job

1. I have been offered a job that is a chance for advancement.

2. I really like my job, but I have been offered one which will help me reach my career goal.

3. I have accepted a new job and hope you will be able to find someone to take my place within two weeks.

4. It has been a pleasure working for you and I would like to be able to use your name as a reference.

What Not to Say When Quitting a Job

1. I am not going to be here tomorrow because I got another job.

2. I am leaving to take a new job because you are a terrible boss.

3. I got a better job, so I quit.

4. I quit, because I cannot stand working here.

IX. Section 4, Safety Awareness

Goal: Students will become familiar with the concept of safety on the street, at home, and at work.

Objectives:

1. Student will be aware of safety cues and rules while out in the community.
2. Student will be aware of protective equipment used for safety purposes at home and at work.
3. Student will be aware of warning signs and safety instructions out in the community.

Activities:

1. Discuss some of the common phrases we use to warn each other of danger.

   a. Look out! Look out for the car! Look out for your fingers!

   b. Watch out! Watch out--the floor is wet! Watch out for your head!

   c. Don't touch that! Don't touch that pan, it's hot! Don't touch that wire, it's frayed! Don't touch that plug, your feet are wet!

   d. Stop! (Give examples of situations when this would be used.)

   e. Be careful! (Give examples of situations when this would be used.)

   f. Don't move? (Give examples of situations when this would be used.)

   g. Heads up! (This phrase is often used at a ball game or in a situation where something is flying through the air toward someone. If you hear someone yell "heads up," you should cover your head with your arms to protect your head.)

   Think of other warning phrases which are commonly used in danger situations.

2. Have one student play role A, the supervisor. Have another student play role B, the worker. Roleplay it in conversational form.

   a. A - SUPERVISOR: You see a worker who does not look familiar. You ask her if she is new. You remind her to wear her goggles. You go on to explain why goggles are so important to wear on this job. (They keep flying objects and dust out of the eyes.)

      B- WORKER: You are new to this job. You are happy to meet your new supervisor. You thank her for reminding you about your goggles. You ask her the importance of the goggles.

   b. A - SUPERVISOR: You see a worker without his hard hat. You have seen him without his hat before. You tell him he must wear his hat; it is a company rule.

      B - WORKER: You didn't know that wearing a hat was a company rule. You explain it won't happen again. Now that you are aware of this rule.

      A - SUPERVISOR: You explain the importance of wearing a hard hat. Safety purposes--if something were to fall on your head, if you were to fall, keeps sparks from hair, etc.

      B - WORKER: You ask why this rule is enforced.

      Have students roleplay other situations which involve safety rules.

3. Discuss protective equipment that is often used at jobs and in your home.

   a. Ear plugs or ear muffs will protect the hearing of persons who work in noisy factories. A person can become deaf if the ears are not protected. (Some people will wear ear plugs when swimming because they may be susceptible to ear infections.)

   b. Gloves and aprons protect people from dangerous chemicals. Workers can get skin rashes if their skin is not protected. Doctors use

sanitary gloves. Beauticians often use gloves when dying a person's hair or when giving a hair treatment.

Hands are sensitive to chemicals. Housewives will sometimes use gloves when doing heavy duty household cleaning so their hands don't get chapped. Discuss other professions and places which might use gloves or aprons (Blacksmiths, chemists, busboys, etc.).

c. Hard hats are used when here is danger from falling or flying objects. (Give some examples of people who might wear hard hats: electricians, construction workers, etc.).

d. Sturdy work shoes protect the feet from falling objects and give extra support if you are on your feet all day. Waterproof boots protect feet from chemicals.

e. Respiratory equipment is used when there are harmful dusts, fumes, or gases in the air. (Give some examples of where this type of equipment is necessary: coal miners because there is so much dust in the mines, firemen, chemists, etc.).

4. Discuss the following situations and decide what equipment is needed for their job.

a. Alice is a chemist and works around chemicals all day. Sometimes chemicals splash on her. There are fumes in the air.

b. Larry is a stock person. He lifts and carries things all day.

c. Jan works in a factory operating a saw. Wood chips and dust particles fly in her face and her work place is very noisy.

d. Denise is a cleaning lady and sues heavy duty solutions to clean toilets, floors, and other areas of the building.

e. Ken is a construction worker. He is currently working on building a bridge.

f. Steve runs a grinder. The air is full of flying particles and dust.

5. Do Worksheet #85. Given a job title, tell what safety equipment should be used.

6. Study the following lists of general safety rules and discuss the kinds of accidents that can occur if these rules are not followed.

   a. Follow all safety rules and signs.

   b. Keep work area neat and clean.

   c. Store tools and equipment in a safe place.

   d. Know where and how to use fire alarms and extinguishers.

   e. Know where emergency exits are.

   f. Know proper use of machines and equipment. Don't try to run a machine if you have not been shown how to use it.

   g. Wear protective equipment.

   h. Never use equipment that is damaged.

   i. Never leave a machine on unattended.

   j. Don't lift more than you can handle.

   k. Pay attention to warning alarms.

   l. Know how to get first aid.

   m. Report unsafe conditions to your supervisor.

7. Discuss the following situations in small groups and decide which of the above safety rules was not followed.

   a. Jody wasn't sure how to run the new office machine and broke it.

   b. Karen slipped on a tool and broker her hip.

   c. A large tool fell on Jack's foot and broke his toes.

   d. Lucy cut her hand on a knife while taking it out of a drawer.

e. John hurt his back lifting some very heavy boxes.

f. Peggy plugged in the adding machine which had a frayed cord.

g. Susan didn't pay attention to the fire alarm and was almost trapped in the building.

h. Mary left the meat cutter running unattended.

i. Bill got a piece of wood in his eye while running his machine.

j. Dan received a bump on his head from a large board falling on him at his construction site.

8. Do Worksheet #86. Read the situation and decide which safety rule was not followed (at the end).

9. Discuss and explain the following warning signs and safety instructions.

OUT OF ORDER	NO SMOKING	EMERGENCY EXIT ONLY
FIRST AID	KEEP OUT	DO NOT DISTURB
DO NOT ENTER	HIGH VOLTAGE	USE ONLY WITH GOGGLES
NEVER LEAVE UNATTENDED	SLIPPERY WHEN WET	FLAMMABLE
AUTHORIZED PERSONNEL ONLY	POISON	DANGER

NO TRESPASSING

WORKSHEET #85

Given a job title, tell what safety equipment should be used.

	JOB TITLE	SAFETY EQUIPMENT
1.	doctor	
2.	chemist	
3.	machinist	
4.	construction worker	
5.	plumber	
6.	nurse	
7.	waitress	
8.	stockworker	
9.	saw operator	
10.	mailperson	
11.	factory worker	
12.	electrician	
13.	painter	
14.	window washer	
15.	blacksmith	

WORKSHEET #86

Read each situation and then match it to the safety rule not followed.

____ 1. A large object fell on Tom's head and knocked him out

____ 2. Grade broke the computer because she didn't use it properly

____ 3. Tresa didn't report that the fourth floor had broken glass on it. Another employee slipped and cut her hand

____ 4. Dave cut his finger while grabbing for scissors in a drawer

____ 5. Jim hurt his back lifting heavy boxes

____ 6. Jan left her machine unattended for 15 minutes

____ 7. Susan got dust in her eyes at the factory where she works.

____ 8. Peter received a shock when he plugged in the lamp. It had a frayed cord

a. store tools and equipment in a safe place

b. know proper use of machines and equipment

c. Wear protective equipment

d. never use equipment that is damaged

e. Don't lift more than you can handle

f. report unsafe conditions to your supervisor

g. keep work area neat and clean

X. BANKS AND CREDIT

Goal: Students will understand the purpose for having bank accounts and building credit.

Objectives:

1. Students will identify U.S. coins and dollars.
2. Students will understand procedures for savings accounts.
3. Students will understand procedures for checking accounts.
4. Students will understand what is the meaning and use of credit.

Activities:

1. Begin by showing the students a penny, nickel, dime, quarter, half dollar, silver dollar, one dollar bill, five dollar bill, ten dollar bill, twenty dollar bill. See if the students can identify the coins and dollars. Discuss how to distinguish the coins and bills from one another. Try to get students to think of many ways--size, color, texture, amount, dates, people on them, etc.

2. Do Worksheet #87.

3. Discuss why people have savings accounts and talk about the procedure involved in maintaining an account.

   a. It is always safer to keep large amounts of money in the bank. You should never carry a lot of cash because someone may grab your purse or wallet and run. Your home could be broken into when you are out so it is better not to hide money in the house. (A good thief usually knows where to look.)

   b. If you open a savings account you will earn money on your money--this is called interest. For every dollar you have in your account, you earn money. (Many banks will give you 5 1/4 interest on your money but this may vary from bank to bank.) Also, some banks require a minimum deposit in order to give you interest on your money. So, your money is safe and growing.

c. By opening a savings account you will learn to save money. In case of an emergency you can go to your account and withdraw what you need. It is also useful for other expenditures that may arise.

4. Discuss proper procedures for filling our deposit and withdrawal slips. Distribute Worksheet #88.

   a. Deposit - when you want to put money in your savings account. Locate the place to record how much money you are putting in; write in the date; put down your account number in the proper place; write your name on the slip; when depositing a check, make sure you sign the back along with writing down your account number; make sure you have your passbook with you to keep your account balanced.

   b. Withdrawal slip - this is used when you want to take money out of the bank. Make sure you put down your savings account number; write your name on the slip; write the amount you want to take out; remember to print, except where it says to write your name; then balance your book.

5. Do Worksheets #89, #90, and #91.

6. Discuss reasons for opening a checking account.

   a. Checking accounts, like savings accounts, serve many purposes: you can save money, your money is safe from theft or loss. Some accounts give you interest on your money if you maintain a minimum balance. Checks also allow you to pay your bills. Instead of carrying cash, you can simply pay for things with checks. Usually places require two pieces of identification to cash a check). Almost always, you will be asked to show a driver's license or state I.D. when cashing a check. You can open checking accounts at banks and credit unions.

   b. Writing out checks. Hand out Worksheet #92. It is important to write small, to write clearly, to know where to write in the amount, to know to whom the check is going to be made out to, to write in the date, to write in the amount in words, and always sign the check or it is no good.

c. Balance your checkbook; this is difficult for many people. It is very important to enter each check written in the ledger. Then subtract the amount of the check from the balance. Also, remember to write in the ledger deposits put into the checking account.

d. Monthly bank statements: Each month, the person with a checking account will receive a bank statement to help balance the checking account. The statement will show deposits, checks written (withdrawals) and any interest earned. You will make sure your ledger is balanced according to this statement. The bank will explain this procedure to you if you do not understand it but you must ask for help.

7. Do Worksheet #92.

8. Discuss what credit allows a person to do.

a. What is credit? Credit allows you to buy goods and services with the promise that you will pay at a later date with interest. Interest is an amount of money you pay for the privilege of borrowing money.

b. What are some types of credit?

1. Service credit allows you the use of heat, electricity, water and telephone. The charges are billed to you on a monthly basis.

2. Revolving charge accounts allow a person to buy items up to a set amount. This set amount will vary from person to person. Monthly payments are made with an interest charge.

3. Installment plan: one makes a down payment and then makes monthly payments for a set period of time.

Example:		
	Buying a car	8,000.00
	Down payment	3,000.00
	Total owed	5,000.00

Payments would be _____ a month for two years (plus interest).

4. Loans: loans are paid back in monthly installments. They require collateral. Collateral is something of value that you own (car or house) that the bank can repossess or take from you if you don't pay back the loan. Loans also require payments of finance charges and interest on the money owed, in order to pay the costs of bookkeeping, etc.

5. Credit cards: personal store credit cards can only be used at specific stores (J. C. Penny, Sears, Wards). Bank credit cards can be used nationwide (Mastercard, Visa). You will get a monthly statement of how much money you owe. If the bill isn't paid in full, an interest charge is added.

c. Where can you go to get credit:

1. Most banks will give credit.

2. Credit unions: one must be a member. Usually they have lower interest rates than banks or loan companies.

d. What are some of the advantages of credit?

1. Use of goods and services while paying for them.

2. Way which allows you money when a financial emergency arises.

3. Convenience - you don't have to carry a lot of money when making purchases. Stores let you know about sales before the general public.

e. What are some of the disadvantages of credit?

1. Ties up future income. You must make a rigid budget to allow for payments.

2. Tempts overspending and impulse buying.

3. Cost money = interest rates add up.

f. What happens if a person cannot make the payments?

1. The item gets repossessed (taken away).

g. What does the creditor look for before giving you credit?

1. Character: credit rating, ability to pay, reliability.

2. Capacity: are you employed? Your present income? Any other debts?

3. Capital: Collateral such as savings accounts, home, car, etc.

Do Worksheet #93.

WORKSHEET #87

Circle amounts that add up to $1.00.

a) .75 .05 .10 5 pennies
b) .50 .05 .25 .25
c) .25 .10 .10 .05 .50
d) .75 .10 .10 5 pennies
e) .50 .50 .05 .05

Circle amounts that add up to $2.00.

a) .50 .25 .25 $1.00
b) 20 cents half dollar .25 .05 $1.00
c) 1.00 .50 .25 .10 .05
d) .25 .25 .50 .50 .50
e) .75 .25 1.00 .10 .25

Circle amounts that add up to $.50.

a) 3 pennies .05 .25 .10
b) 2 pennies .05 .25 3 pennies .05 .10
c) .25 .10 .10 /05
d) .25 .25
e) .10 .10 3 pennies .05 2 pennies

Match the amounts:

.01 ____ five cents or a nickel

.05 ____ twenty-five cents or a quarter

.10 ____ a penny or one cent

.25 ____ a dime or 10 cents

.50 ____ one dollar

1.00 ____ a five dollar bill

5.00 ____ a twenty dollar bill

10.00 ____ ten dollars

20.00 ____ a half dollar

WORKSHEET #88

Practice filling out deposit slips.

Deposit Ticket

Example:

Jennie Q. Doe
666 X-Way
Imtich, Mich.

Date_____ 19____

_____
Imtich State Bank

Cash Currency _____

CCIN

_____
(List Checks Singly)

_____

Total From Other Side _____

Total _____

Less Cash Received _____

Net Deposit _____

John is depositing $40.00 in cash, $10.00 in coin, a check for $50.00 and a check for $20.00 into his account. He wants to keep none of his money. He is making the deposit on September 30, 1984.

WORKSHEET #90

Fill out the withdrawal slip, using the information given below.

WITHDRAWAL

NAME_____

DATE_____ AMOUNT WITHDRAWN $ _____

RECEIVED _____
AMOUNT IN WORDS

SIGN HERE _____

ACCOUNT NUMBER_____

John is withdrawing $60.00 on October, 1984. His account number is 303084.

WITHDRAWAL

NAME_____

DATE_____ AMOUNT WITHDRAWN $ _____

RECEIVED_____
AMOUNT IN WORDS

SIGN HERE_____

ACCOUNT NUMBER_____

John is withdrawing $225.00 on October 30, 1984.

BEST COPY AVAILABLE

WORKSHEET #91

Using the deposit slips and withdrawal slips from Worksheets #89 and #90, balance the bankbook as if those deposits and withdrawals were done by one person. Beginning balance is $700.00 on July 30, 1984. John received $2.40 interest on September 30, 1984.

DATE	WITHDRAWAL	DEPOSIT	INTEREST	BALANCE

BEST COPY AVAILABLE

WORKSHEET #92

Using the information, fill out each check.

a. Jane Smith is paying her Detroit Edison bill, which totals $28.50. The bill is due on May 31, 1984. She is writing out her check on May 26, 1984.

Jane Smith
4820 Ledford
Detroit, MI 48224

_____ 19__

pay to
the order of _____ $_____

_____ dollars

memo _____ _____

Balance Jane's checking account ledger.

DATE	WITHDRAWAL	DEPOSIT	INTEREST	BALANCE
5-8-84				400.00
5-25-84		$25.00		+25.00
5-25-84	BALANCE			425.00

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b. Sandy Daley is buying a pair of pants at J. C. Penny. Her bills $31.20 and she is purchasing them on April 15, 1984. After Sandy leaves the store, she goes grocery shopping at Farmer Jacks and writes a check there for $42.88. Write out each check and then balance Sandy's ledger.

011

Sandy Daley
11789 Laing
Detroit, MI 48224
(313) 839-7281

_____19___

pay to
the order of _____ $_____

_____ dollars

memo _____ _____

012

Sandy Daley
11789 Laing
Detroit, MI 48224
(313) 839-7281

_____19___

pay to
the order of _____ $_____

_____ dollars

memo _____ _____

CHECK NO.	DATE	WITHDRAWAL	DEPOSIT	INTEREST	BALANCE
		BALANCE			200.00
9	4/10/84	30.00			170.00
	4/10/84		50.00		220.00
	4/11/84				
10	4/12/84	20.00			200.00

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WORKSHEET #93

Match the question to the correct answer.

____1. What is credit?	a. repossess item
____2. What are some of the different types of credit?	b. bank, loan company, credit union
____3. Where can you go to get credit?	c. allows you to buy goods and services with the promise to pay at a later date
____4. What are some of the advantages of having credit?	d. person that lends you money or gives you credit
____5. What are some of the disadvantages of having credit?	e. service credit, revolving charge account, installment plan, loans, credit cards
____6. What can happen if you don't make a payment on something you bought with credit?	f. credit rating, employment, present income, debts, collateral
____7. What is a creditor?	g. ties up future income; tempts overspending and impulse buying; costs money; may lost merchandise if payments are not made
____8. What does a creditor want to know before they let you have credit?	h. Use of goods and services while you pay for them; ways to handle financial emergencies

SUGGESTED TEXTS FOR MORE ACTIVITIES

Job Search Handbook. D.S.S. Publication 529 (9-82).

Survival Skills in the World of Work by Fred Pyrczak. J. Weston Walch, Portland, ME 04104.

Southeastern Oakland Vocational Center Employment and Training Manual-Job Search.